DOCUMENT RESUME

ED 427 223 CE 078 134

TITLE	Piloting the Oregon A.I.M. Project: Measuring Progress for Program Evaluation and Acccuntability. Final Report, 1997-98.
INSTITUTION	Greater Pittsburgh Literacy Council, PA.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE	1998-00-00
NOTE	115p.
CONTRACT	98-8012
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Educational Resources; Evaluation Methods; *Literacy Education; On the Job Training; Program Improvement; Staff Development; *Student Evaluation; *Tutoring
IDENTIFIERS	Pennsylvania; 353 Project

ABSTRACT

A pilot project was conducted to implement the Oregon A.I.M. (Assessment, Instruction, Mastery), a tutor program accountability system developed in Oregon, in 15 volunteer-based programs in Pennsylvania and to make recommendations on the usefulness of this system as a means of collecting and aggregating data on student progress for these and similar programs. During the project, 100 tutors and program staff from 15 programs attended training workshops on the use of the A.I.M. system. Over the program year, 131 tutors and program staff used the assessment with 169 students. Tutors liked the A.I.M. because they were able to see concrete evidence that their students were learning. Students were pleased because they were tested on an ongoing basis and in situations in which they were comfortable. Program staff noted that the materials gave them an additional means of reporting success that was directly related to many of the real-life goals of the students. The project concluded that the competency lists of the A.I.M. can be a way to bring uniformity and validity in measurement to individualized goal-oriented literacy programs. The process was enthusiastically received by the literacy programs involved. A training process was developed and will be used in continuing the program for an additional year. (Survey results, A.I.M. checklists, and examples of evidence of mastery are included in the report.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 427 223

Title: Piloting the Oregon A.I.M. Project: Measuring Progress for Program Evaluation and Accountability

Final Report

Karen Mundie, Program Director
Michelle Joyce, Project Manager
Deborah Thompson, Project Coordinator

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

1997-98

Greater Pittsburgh Literacy Council
100 Sheridan Square
Pittsburgh, PA 15206
(412) 661-7323
GPLC@aol.com

RECEIVED
SEP 2 5 1998
BUREAU OF ADULT AND LITERACY EDUCATION

Amount of grant:
$34,500

Project Number: 98-8012

GO781534

The activity which is the subject of this report was supported in part by the U. S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the US. Department of Education, and no official endorsement by these agencies should be inferred.

BEST COPY AVAILABLE

Table of Contents

Abstract

Introduction 1

Statement of the Problem 4

Goals and Objectives 5

Procedures Employed 5

Findings: Objectives Met 8

Findings: Objectives Not Met 9

Evaluation 9

- Interviews with Tutors 10
- Issues in Using the A.I.M. 11
- Lesson Planning with the A.I.M. 14
- Implications of Tutor Interviews 17
- Interviews with Students 19
- Implications of Student Interviews 21

Conclusions and Recommendations 23

Appendix 1: Results of Survey 1

Appendix 2: Results of Survey 2

Appendix 3 A.I.M. Checklists

Appendix 4: Examples of Evidence of Mastery

Abstract

Grant Recipient: Greater Pittsburgh Literacy Council
100 Sheridan Square
Pittsburgh, PA

Program Name: Piloting the Oregon A.I.M. Project: Measuring Progress for Program Evaluation and Accountability

Grant Allocation: $37,500 ($3,000 for Student Conference scholarships)

Project Period: July 1, 1997-June 30, 1998

Project Director: Michelle Joyce, Debbie Thompson, Karen Mundie

Project Purpose: The project proposed to pilot the A.I.M. (Assessment, Instruction, Mastery), a tutor program accountability system developed in Oregon, in 15 volunteer-based programs in Pennsylvania and to make recommendations to the PDE on the usefulness of this system as a means of collecting and aggregating data on student progress for these and similar programs.

Project Outcomes: One hundred tutors and program staff from fifteen programs attended training workshops on the use of the A.I.M. system. Over the program year, one hundred thirty-one (131) tutors and program staff have used the A.I.M. assessment with one hundred sixty-nine students (169). Tutors liked the A.I.M. because they were able to see concrete evidence that their students were learning. Students were pleased because they were "tested" on an on-going basis and in situations they were comfortable with. Program staff noted that the A.I.M. gave them not only an additional means of reporting success but one which was directly related to many of the real-life goals of the students.

Summary: The A.I.M.'s competency lists can be a way to bring some uniformity, as well as validity in measurement, to individualized goal-oriented literacy programs. Its complementary / supplementary curriculum allows for diversity of goals but includes a standard for success.

Impact: The A.I.M. was enthusiastically received. Twelve of the programs who were involved in the pilot year have requested that their participation be continued through a second year of the project. Interviews and focus groups with tutors and students led to adaptations in the training. We were not able to aggregate data very effectively from the programs using the A.I.M. this year though we were able to say that twenty-eight students moved up a level and, of course, many others made progress within a level. By the time tutors were trained and matched with students it was often rather late in the program year so there really wasn't enough time for tutors and their students to move through a whole level. The A.I.M. checklists also represented for some students an auxiliary curriculum, so progress from one level to another was important but not the highest priority.

Product or Training Developed: A training was developed in the use of the A.I.M. The training process is currently being adapted to reflect what was learned in the first year of piloting both in Oregon and in Pennsylvania.

Project Continuation: The project will continue in a second year. Twelve programs from year one will continue as pilot sites. Additional training will be given. Ten new sites will be added.

Conclusions/Recommendations: An additional pilot year in Pennsylvania for the A.I.M. is

necessary. It is a good assessment system that connects measurement with instruction, using a solid competency-based life skills curriculum. However, until we are able to establish that student progress data can be collected and aggregated in sufficient numbers across programs, we can't yet recommend that the PDE offer the A.I.M. as an alternative or auxiliary assessment to Pennsylvania volunteer-based literacy programs.

Additional Comments: The A.I.M. and this final report are particularly intended for the use of administrators and tutors in volunteer-based literacy programs.

Piloting the Oregon A.I.M. Project: Measuring Progress for Program Evaluation and Accountability

Final Report

Introduction

Program accountability has always been a difficult issue for volunteer-based programs. Students are often taught one-to-one in scattered locations, most often by trained non-professionals. Student goals and hence curricula are highly individualized. In these programs, there is often a perception that students dislike and are even traumatized by norm-referenced standardized testing. Such testing also seems "disconnected" from the individual goals of literacy students and thus something that is done to rather than for these students. These are, after all, the students whose scores have traditionally appeared in the lowest levels of such tests. For these reasons, many volunteer-based programs have tended to be wary of standardized testing and have looked to alternative means to show student progress.

The evidence for student progress in adult literacy programs has usually been "self reporting" by tutors and students. This evidence might include hours of attendance, books completed, specific skills mastered, or personal goals accomplished (e.g. Mary told me that she read "Good Night, Moon" to her granddaughter last night.) Such reporting is usually not backed up by any tangible proof that skills have improved.

This situation is changing rapidly. Because of real or perceived pressure from funders, many volunteer-based literacy programs in Pennsylvania are now using standardized, norm-referenced assessment instruments for both intake and post testing. Among these programs some feel that they have, in a sense, sold out and are using assessments that run counter to their own philosophies. Other programs continue to be very resistant to norm-referenced assessment for practical as well as philosophical reasons.

They point out that even those programs who are committed to standardized post testing using norm referenced instruments such as the CASAS, the TABE, or the ABLE are able to test only a fraction of their students.

Since standardized tests shouldn't be given by tutors to their own students, getting students tested is in itself difficult. If the program is widely scattered, a large cadre of volunteers or staff specializing in assessment must be trained. If the program elects to do the testing at a central location rather than individual tutoring sites, students have to come to unfamiliar centers just

for this purpose. Because many students associate testing with failure they are apt simply not to appear. And if testing is planned around arbitrary (to the student and tutor) milestones such as hours of instruction, many adult students "disappear" before the scheduled testing date, either having accomplished their initial goals or declining to take tests that seem to them irrelevant.

For those who are post tested, the results often do not reflect the hard work that the students and their tutors or teachers have invested in the learning process. Most such tests are not geared to measure gains based on the life skills-oriented materials and curricula that typically characterize the lower-level readers' education plans. (Even the CASAS, which is at least competency based, is not a practical solution for most programs because it must be given by certified proctors. This is not very practical in agencies with small staffs where teachers or tutors work with students one-to-one or in small groups over a county-wide area.)

However, that said, there is a growing awareness even in these "resistant" programs that some sort of objective, verifiable assessment must be in place if volunteer-based programs are to continue to be competitive for state and even foundation funding. They must be able to prove that they are providing an education service.

The purpose of this project was to examine one promising tool, the A.I.M. (Assessment, Instruction, Mastery), and to advise the PDE on its usefulness as an assessment for volunteer-based programs. The A.I.M. is a competency-based curriculum in a checklist format developed in Oregon for volunteer programs. Assessment is built into the A.I.M., an integral part of a system that ties together instruction and measurement.

As we worked with the A.I.M. this year, we kept these questions in mind: How much and what kind of training will be necessary if tutors and program staff are to feel comfortable using the A.I.M.? Will volunteer tutors see the A.I.M. as an additional burden or as an important curriculum, a guide to the life skills expected of students at various levels of instruction? Will students understand that A.I.M. activities do not constitute a digression from pursuing personal goals but rather represent the development of skills important to the accomplishment of any life goals whether economic or self-actualizing? Will this assessment allow literacy programs to collect reliable data on student progress that can be aggregated within a program and even across programs?

Timeframe: Activities under this project took place between July 1, 1997 and June 30, 1998.

Staff and personnel: The project was implemented under the authority of the board of directors of Greater Pittsburgh Literacy Council and the executive director, Donald G. Block.

Planning and implementation of the "Oregon project" was the general responsibility of Karen Mundie, GPLC program director. Ms. Mundie has been a literacy professional for twenty-five years and GPLC program director for six. Michelle Joyce, GPLC reading specialist was the project manager and was responsible for the development of training for the A.I.M. assessment. She also participated in the delivery of the training and in evaluation activities. Ms. Joyce has directed previous 353 projects including a research project on the place of literacy councils in workplace education. She is an experienced adult educator and has led GPLC's reading program for seven years. She is also a statewide trainer in assessment. Ms. Thompson, the co-manager of this project, has been the supervisor of our ten area offices for four years. She is the First Vice Chairman of Tutors for Literacy in the Commonwealth (TLC), a statewide organization, and was responsible for establishing linkages with the literacy groups participating in the project. She participated in the statewide trainings and was responsible for finding training sites and scheduling all trainings. Ms. Thompson is a certified Laubach trainer and has been an adult educator for twelve years.

Ms. Mundie and Ms. Joyce are currently involved in a twelve-city national project designed to document success in literacy programs, the What Works Literacy Partnership. Ms. Joyce is part of a working group on measuring gains through authentic assessments with a particular emphasis on finding ways to measure progress through portfolio assessment. As a member of this group she was able to draw upon the expertise of the leading literacy organizations in the country.

GPLC has had an abiding interest in improving our field through research. As early as 1991, we instituted a research project on the impact of different instructional delivery methods on outcomes. This project, A Student-Centered Approach to Adult Literacy in Allegheny County: Adoption of a Nationally Recognized Model, was one of several GPLC projects entered into the ERIC database. GPLC has been involved in a number of other successful 353 projects, several of which were noted as exemplary by Focus and included in the ERIC database. Some examples: Adding Family Literacy to Tutor Training; Finding the Missing Link: The Role of Literacy Councils in Workplace Education, A Written Recruitment Plan for ABE/Literacy Programs, and Small Group Instruction in Math. Ms. Mundie and GPLC trainers were also important contributors to an exemplary 353 project which brought the tutor training expertise of four major literacy programs to literacy professionals statewide.

This project will be interesting to the professional staff (program directors, trainers, teachers), students, and volunteers of Pennsylvania literacy programs. It should be interesting as well to any programs that use competency-based curriculums. The A.I.M. system could easily be adapted for use with small-group instruction.

Dissemination

This report can be accessed by request from the Bureau of Adult Basic and Literacy Education, 333 Market Street, Harrisburg, Pennsylvania 17126; the Western Pennsylvania Adult Literacy Resource Center, 5347 William Flynn Highway, Route 8, Gibsonia, PA 15044; and Advance State Literacy Resource Center, 333 Market Street, Harrisburg, PA 17126.

Statement of the Problem

The problem can be rather simply stated. How can literacy programs show that their students are making progress in a way that suits the one-to-one structure of most of these programs and is at the same time verifiable, reliable, and aggregatable?

The problem is not of course unique to Pennsylvania. In order to help its literacy programs with accountability issues, the Oregon Department of Education awarded a 353 grant to the Portland Community College to develop an assessment that would link assessment to instruction in a much more direct and intuitive fashion than is possible with tests such as the TABE. The result was the A.I.M. (Assessment, Instruction, Measurement), a competency-based assessment designed for use by tutors and students working together. In 1997-98, this project was still in draft form and was being piloted in Oregon. The PDE learned about the A.I.M. and thought that it showed promise for use in our programs as well. The PDE asked Oregon if Pennsylvania could participate in piloting the A.I.M. We were given permission to introduce the A.I.M. into Pennsylvania programs on condition that only minimal adaptations be made.

About the A.I.M.

The A.I.M. has a number of immediately obvious advantages. It is designed to match a life skills curriculum with assessment. It is a kind of accomplishment checklist, which is a technique for collecting information and demonstrating progress that most literacy programs are already comfortable with. It is also designed to be on-going, a natural part of the learning process, so that progress is immediately apparent to both tutors and their students.

The A.I.M. includes an Instructional Guide, a series of competency checklists arranged in levels (pre-beginning, 0-1.9; beginning, 2.0-3.9; intermediate, 4.0-5.9; advanced 6.0-8.9; and four levels of ESL), and a Student Progress Summary which is filled out as students master individual skills included on the checklists. The checklist items are based on the federal Student Performance Levels (SPL's). In order to place students properly into the checklists, students must be given an initial assessment that to determine a grade level. Since most programs in

Oregon use the CASAS, a correlating CASAS level is also given for each checklist.

Since mastery must be proven, guidelines are given for what constitutes evidence that skills have been mastered. There must be two examples to demonstrate mastery. In the current version of the A.I.M., tutors and students are allowed to chose their own examples though one is suggested for every checklist item. Vickie Meneses, one of the developers of the A.I.M., indicated in meetings held in July 1998 that in future editions of the A.I.M. they are planning to provide several examples of evidence from which two would have to be chosen. (Staff in Oregon would like to see the A.I.M. standardized eventually -- and possibly even normed.)

Evidence of mastery must be concrete. On completion of a skill the evidence must be placed in a student portfolio. Once a student has completed a certain percent (75-80% depending upon the actual list) of the skills on a checklist, he/she is ready to advance to the next checklist. In this system the tutor and student work in partnership on both instruction and assessment. Ideally, the tutor and student decide on the skills that are targeted for instruction and as each skill is mastered, they work together to choose examples of mastery. When a designated percentage of the items on a list have been mastered, students move to the next level.

Goals and Objectives

The goal of this project was to support the efforts of literacy programs to capture student progress in ways that were measurable and could be aggregated both within individual programs and from program to program.

The goal was supported by these objectives:

- to obtain a complete packet of the A.I.M. assessment and prepare it for use in Pennsylvania volunteer-based programs
- to train 15 literacy programs in the use of the A.I.M.
- to support those programs as they piloted the A.I.M.
- to aggregate data from the programs using the A.I.M.
- to evaluate the usefulness of the A.I.M. and make recommendations to the PDE

Procedures Employed

In July of 1997 the project director met in Portland, Oregon with Vickie Meneses of the Portland Community College and obtained a complete draft copy the A.I.M. along with some information about Oregon's experience in their pilot year. Ms. Meneses indicated that she had been successful in training programs in using the A.I.M. and that it was well liked. However, she had found that

one year was not enough time to both introduce the system and to get aggregatable data back. She suggested that we concentrate on training programs and familiarizing our literacy community with the advantages of a tutor/student centered assessment process.

In order to pilot the A.I.M. assessment, GPLC sent letters to over twenty literacy programs throughout the state asking for volunteers to become part of this study. Fifteen programs expressed an interest. A training was developed which included an explanation of why this assessment is valuable; an overview of the checklists; a discussion of what is meant by documentation and "hard evidence." Participants were given the opportunity to examine a checklist and to engage in a hands-on activity involving using a checklist (basic or ESL) to document mastery of a skill. Approximately 100 tutors and staff were trained in the use of this system and then sent off to try it with their student(s). In the case of staff, some returned to their programs and proceeded to train a select group of their volunteers to use the A.I.M. assessment. One suggestion we made was to choose just a small group of volunteers and students to pilot the process--volunteers who would take the responsibility for keeping up with and submitting the necessary paperwork.

In January a follow up questionnaire was sent to programs primarily to find out how well our training had prepared programs and volunteers for using the A.I.M. and to see what further technical assistance was needed. Volunteers or staff from fourteen of the fifteen participating programs responded. In all, seventy-six individuals returned the survey. Most respondents felt that the training had prepared them well. (Twenty-one of the respondents did not attend the initial training but were trained by program staff who had attended.) Technical assistance was given when requested.

Other questions on the questionnaire dealt with the A.I.M. itself and were geared to finding out how it was introduced during tutoring and how it was being used. Most volunteers found that by including their students in the selection of skills to be learned, the students felt a part of the process and were excited to use the A.I.M. checklist. Much seemed to hinge on tutor attitude toward this process. Some tutors found that the checklist helped them to plan lessons more effectively and gave them something concrete to base their lessons upon. Some liked being "allowed to get out of the textbook." And many--both tutors and students liked the attention to life skills. This, above all else seemed to be the most positive aspect of the A.I.M.

There were concerns about the amount of paperwork, time and most importantly documentation of skills. A number of those responding to the questionnaire wanted more examples of documentation, the kinds of "hard evidence" necessary to demonstrate mastery of a skill.

It appeared that those who found difficulty in using the checklist fell under two categories: tutors

who were most comfortable working only out of a text or students who did not see life-skills as relevant to their goals. A few tutors incorporated skills from the checklist without letting the student know that it was part of the A.I.M. assessment. They did this because they felt that the skills listed were relevant to the students' progress--even if the students did not. This approach to the checklist, however, obviates a primary advantage of the A.I.M., which is in encouraging a learning-- and evaluation--partnership between tutor and student.

Most program staff saw the A.I.M. as especially useful for lower level students. Some have already restructured their tutor training to include the A.I.M. Most programs indicated that they had chosen a select group of tutors to pilot this project. Only one program had not yet used the instrument at the time of this first survey. Other program requirements had arisen for this program which required immediate action. A detailed summary of the survey is attached as Appendix 2.

Between March and June in-depth interviews were conducted with tutors and students participating in the pilot project. The purpose of the interviews was to evaluate the project and to inform planning for the 1998/99 pilot year. A description of the interviews and the information gathered from them is included in the evaluation section below. Both the project manager and project coordinator were supported by the Pennsylvania Adult Literacy Practitioner Inquiry Network (PALPIN) in collecting and analyzing the data from these interviews. The analyses of the interviews were part of research projects submitted by both.

In June, a questionnaire was sent to the fifteen participating agencies. Eleven agencies responded. We learned that among these agencies 131 tutors had used the A.I.M. with 169 students (122 basic literacy and 47 ESL) since training. Twenty-eight students had advanced from one level to the next.

Comments concerning the A.I.M. Assessment by both volunteers and staff were overwhelmingly positive. Most plan to continue using the A.I.M. and many plan to include it in their basic tutor training workshops. A few have already done so while others have asked for assistance in embedding this training within their established workshops. Several agencies mentioned that this assessment worked better with new tutors rather than with veteran tutors, so that making it a part of the initial training might be key to a wide acceptance of the checklists as an additional tool in the tutoring process.

At this time programs were much more experienced with the A.I.M. and were able to give concrete suggestions for improving the training and for implementing the A.I.M. within programs. These are some of the suggestions coming from participants both through the interviews and through the final questionnaire.

- training should be designed to fit into existing tutor training workshops
- programs should be given training or technical assistance in integrating into an agency's existing curriculum
- tutors need more direction on how to document the skills listed on the checklists
- an additional or advanced training should be developed on lesson planning using the A.I.M. as part of the process
- an additional or advanced training on gathering materials for teaching the skills on the checklists

A detailed summary of the survey is attached as Appendix 3.

Objectives Met

Most of the objectives were met. We obtained the A.I.M., devised an effective training, trained fifteen literacy programs, and kept in close contact with those programs as they piloted the A.I.M. From our findings we are able to recommend that the PDE continue to pilot the A.I.M. for an additional year and consider procedures for making this assessment more widely used in Pennsylvania's volunteer-based programs.

We were able to meet the objective of evaluating the usefulness of the A.I.M. and making some recommendations to the PDE. We are satisfied that many programs in Pennsylvania will find the A.I.M. useful. We are satisfied that the checklists are a very good way to indicate movement both within an instructional level and from one level to another either alone or in concert with other assessments. (Even for literacy programs who typically use standardized testing the student portfolios associated with the A.I.M. can be an important backup assessment if those students leave a program before a standardized post test can be given.) As an assessment tool the A.I.M. suits the close partnership that, ideally, develops between tutor and student. It is not difficult to understand and, if properly used, is always relevant to instruction.

However, the A.I.M. requires a good deal of paperwork, not a strong component of mostly understaffed literacy programs or of volunteer tutors who are devoted to students, but not necessarily to documentation. Most programs find it difficult to get even a simple monthly report returned in a timely fashion.

The paperwork is heaviest in its most important element, the need for concrete documentation of mastery. This task is challenging in itself for some tutors. In fact, Oregon is now thinking about giving less choice for evidence of mastery because they have found-as we have-that even with training many tutors are not comfortable making decisions about what evidence can legitimately constitute mastery.

A second year of piloting which will include both new and experienced sites should enable us to make clear recommendations to the PDE about the procedures that must be in place to make the A.I.M. an effective means to report progress. At this moment, we can say that most programs in the pilot project, including volunteers, students, and staff, are very enthusiastic about the A.I.M. They are interested and challenged by the life-skills based curriculum, and they like the idea that assessment takes place naturally within the tutoring sessions and includes only items that the student has worked at mastering. In fact, twelve of the original fifteen programs are eager to continue to use the A.I.M. in a second pilot year -- even though we had not asked them for such a commitment when we first approached them. Two programs do not wish to continue. One is a large program that had already committed itself to instituting TABE testing in 1997-98 and found that it was unable to do both at once. No member of this program's administrative staff attended the A.I.M. training. The other program had had staff changes and was unable to concentrate its attention on a pilot project.

Objectives Not Met

We were not able to aggregate data very effectively from the programs using the A.I.M. this year though we were able to say that twenty-eight students moved up a level and, of course, many others made progress within a level. The instrument was just too new to literacy programs. Literacy students tend to accumulate hours slowly --and by the time tutors were trained and matched with them it was often rather late in the program year. In a second year when the A.I.M. is "institutionalized" in some programs, we should know more about the power of the A.I.M. as an instrument for reporting student progress both within and across programs.

Evaluation

As evaluation instruments we used the two questionnaires already discussed above and in-depth interviews with individual tutors and students as well as several focus groups of tutors. One of the main purposes of the first questionnaire was simply to evaluate the training. We had decided early on that such an evaluation needed to be done well after training had been completed and after volunteers had had some hands-on experience with the A.I.M. As part of this questionnaire we asked "Did the training prepare you for using the A.I.M. assessment system? Why or why not?" Other questions were, "How did you introduce these materials to your student(s)? Are you using the checklist in your tutoring sessions? Do you feel you need additional training at this time? Do you have any comments/concerns?"

Responses to the questionnaires came from 76 individuals in 14 programs. For the most part participants felt that the initial training had been very useful. They did not at this time perceive an

immediate need for additional training. Their answers were not extensive, most jotting down a few comments for each question, some leaving certain questions blank or just writing yes or no. The answers lacked the "personal" touch, the anecdotal information which is often more useful than other kinds of feedback. Few placed any responses in the comments and concerns section which is often a place that elicits the hands-on type of information we were seeking. And, of course, the survey was not able to give any direct information about student response to the A.I.M..

To obtain this kind of information, we decided to meet personally with a select group of volunteers and students who were in fact using the A.I.M. assessment regularly in their tutoring sessions. In doing this we hoped to learn what actually happened when the A.I.M. was introduced into the tutoring situation. How did volunteers and students make decisions regarding which skills to work on? How did they incorporate it into their lessons? Where did they get the materials from to teach the competencies/life skills included on the checklists? What , in short, went on after tutors left the training?

Through the late winter and spring of 1998 Debbie Thompson and Michelle Joyce met with program staff, volunteers, and students who were using, or had been trained to use, the A.I.M assessment.

Interviews and Discussions with Tutors Using the A.I.M Checklists

Volunteer interviews were conducted by Ms. Thompson. Before the interviews were scheduled, she created a list of questions designed to find out how the A.I.M. assessment was introduced to the student(s); how it was actually being used in the tutoring sessions; and whether volunteers had any suggestions for changes to the checklists--anything which they found inappropriate for their student, any skills which were too difficult or too easy, anything which they thought might be a helpful addition to the checklists.

The first meeting was held in mid-February. Participants included a group of three tutors and one staff member from the North Hills office of GPLC. All had been tutoring for at least a year and had been working with their present student(s) for several months or more. The students were beginning level and had been in the program for over 50 hours of instruction.

The second meeting was in mid-March with a group of seven volunteers and three staff members from Franklin County Literacy Council. Only the director of this program had taken the Oregon training. She returned to her program and held a training for a select group of volunteers who would be piloting the A.I.M. assessment for her council. This was a mixed group in terms of experience. Some had tutored less than three months while others had been tutoring for a couple

of years. Their students were just as varied in the time they had been with this program. Two had been passed through several tutors without much progress; two had been in tutoring sessions for just a few weeks; and some had been in small group tutoring for several months. Most had beginning or pre-beginning skill levels. Another eight ESL students represented a great variety of skill levels.

The final meeting occurred in late April with eight tutors and staff from Lawrence County Literacy Council. Most were experienced tutors, some with education backgrounds, who had been working with their students for at least six months. All but one had attended the initial Oregon training. Two of those who had participated in the training still were not using the A.I.M. assessment. The skill level of the basic students taught by these tutors was beginning or pre-beginning. The ESL students were intermediate. Three of the tutors were tutoring incarcerated students. Prior to meeting with this group, the questions on the discussion agenda had been changed slightly to include a period of information sharing. Two of the tutors present had requested the opportunity to share some of their ideas for teaching checklist items and documenting mastery of certain skills on the checklists. Since this was in line with the kind of information that we wanted, we were happy to add a "sharing session" to the agenda.

In addition to the meetings described above, three volunteers were interviewed one-to-one. These volunteers were from GPLC and had been using the checklists in both one-on-one and small group tutoring situations. One tutor had a basic student and an ESL group, another, an ESL group, and the third, a pair of basic students. These tutors were unable to attend a focus group, but we wanted their feedback because they had met with their students on a consistent basis and had incorporated the A.I.M. assessment into their lessons.

Issues in Using the A.I.M.

Most of the tutors liked having the option of using something different from the usual textbooks and supplemental texts during their tutoring sessions. Overwhelmingly tutors were encouraged by the practical aspect of the skills presented on the checklists. Some of the comments included:

> "I like the realistic, life-skills aspect of the checklist."
> "I like it, it gives materials to teach; many times my student can't indicate what he wants to work on. The list gives us somewhere to start."
> "Using a checklist like this makes my student more aware of what's out there, more aware of his future."
> "Finally I have something which contains skills which my student really needs and can use."
> "When I first saw this I thought about how it would fit into my student's way of life."

Of course a few were not as enthusiastic:

"My student came to improve her reading and this is all we want to do."
"I am not comfortable in using this type of worksheet; I'm not creative enough."
"My student has very definite goals, and we only work on job related skills."

At the end of each meeting almost all tutors, particularly those who were not initially "impressed" with the A.I.M. assessment, came away with a more positive outlook. The person who said she was not creative left saying, "I think I can do this now."

Tutors chose a variety of ways to introduce the checklists to their students. Some saw it as an opportunity and presented it as such:

"I explained that this was a new method for documenting his progress and for testing my skill at teaching these skills on the checklist."
"I went through it and read all the skills. He was excited because he already knew how to do some of them."
"I introduced the checklist on New Years Eve and said this is one way we are going to bring in the New Year with something new and different."
"I told my student that he was part of a pilot project and he really liked being part of a group."
"I went through the checklist and discussed the importance of some of the items which are applicable. My student found this good justification for working on these skills."

A few approached this a bit more hesitantly, afraid their students might not want to tackle something new. One such tutor said, "We worked on the skills without my student knowing it because she wouldn't want to work on these. She has definite ideas and only will read certain things but needs to work on some basic life skills. If she knew we were working from the checklist, she would say she was bored."

Another tutor said, "I made a mistake by going through the checklist with my student who said she could do everything listed. I moved on to the next level and found that it was much too difficult. So we moved back to the first checklist."

Two tutors who were working with basic literacy students at the pre-beginning level said that the students were excited about the activities. They described their approach as rather informal using no particular order as they proceeded through the checklist. They chose skills according to the students' needs and ability and also according to their students' particular desires at the time.

Overall it seemed that those tutors who wanted something new to supplement what they were

already doing, were quite interested in using the A.I.M. assessment and encouraged similar feelings in their students. The way in which this system was introduced to the student made a big difference as to how it was utilized in the tutoring session. When tutors made their students partners in the process, choosing the skills and activities to accompany those skills, progress was almost inevitable. However, those tutors who were more hesitant in allowing their students to participate in this process, also found using the checklist more cumbersome and progress was sometimes slow. The fact that the skills on the checklists are life skills was important in how they were received by the tutors. It seemed to give some validity to what they already knew were important goals for the low level learner. One tutor expressed this sentiment, "My student was thrilled; finally he was working on skills he felt he needed and could use."

Tutors approached the checklists in a variety of ways. Most did not proceed in numerical order down the lists-- though some did. (All tutors were told prior to beginning with this system that the skills were not in order of difficulty.) Many discussed the checklist with their students:

"I went through it and read all the skills. We did the ones he felt he already knew first."

"We talked about how the skills apply to what he wants to do down the road."

"My student was excited about a number of the activities. We work informally on different things like completing applications and writing a check. Whatever he is nterested in doing."

"I took the first three items in the checklist and made a form. I got an application for a swim club and he completed it, but it wasn't 100%. We'll continue to work on this and then go to the next skill."

"I went through the checklist with my student but she was not interested, so I let it go for a while and then began bringing in some things which address the skills on the checklist."

When asked how much emphasis they place on the A.I.M. most responses were similar to these:

"We use the checklist as a small part of each lesson."

"The checklist is just a piece of our lesson. I also use a math book, Laubach, and a spelling book."

"This is an ideal supplement to our other textbooks."

"I vary the skills. We don't work on the same thing week after week."

Not everyone found using the checklist to be easy or useful. Several ESL tutors found the following: "It is difficult to go over the checklists with beginning ESL students due to communication problems. It's easier to choose the skills yourself."

Another ESL tutor working with a class said: "I found that I need to jump around a lot because

each person is on so many different levels. There are some who have been here eight years, can address an envelope but cannot speak English, and some who have recently arrived who can write whole paragraphs. All skills apply but don't apply at all levels. And the students sometimes have difficulty relating to these goals."

One pair of ESL tutors used the checklists in a way that completely defeated the purpose of the project. Because of the varying levels in their class, these tutors used portions of different checklists to create their own "new" checklist. However, it is clear that the arrangement of skills into levels on the ESL checklists is more problematic than that of the basic literacy checklists.

One ESL tutor did find the checklist to be very appropriate for her students and had already progressed from the pre-beginning and beginning checklists and was well on her way through the intermediate level. She felt that the skills coincided with the goals and skill levels of her students.

None of the tutors interviewed were absolutely opposed to using the A.I.M. assessment with their students. Some did express hesitation in knowing where to start or how to approach their students, but meeting with other tutors helped ally these fears. As mentioned earlier, at the last meeting in April we had a sharing session of ideas for teaching and documenting mastery of the various skills. This was by far the best meeting and in effect brought to life the potential for using these checklists. It actually created a snowball effect where ideas grew out of other ideas.

Lesson Planning with the A.I.M.

Many of the tutors had suggestions on how to implement the A.I.M. assessment in lesson planning. (During training this seemed to be a real problem area because tutors felt that lessons were already packed and there was little time for anything else.) We had an excellent suggestion from a tutor working in a correctional facility:

"The whole idea is to make it personal, this makes all the difference. It is also easier for the student to relate to the skills. I knew my student was interested in music so to do the skill on completing an application I went to Max's Music Store and got an application. My student is from Lancaster so I went to AAA and got a map of Lancaster to work on map reading skills. To demonstrate making correct change I used a worksheet which dealt with construction things (ladder, paint, wheelbarrow) because my student had worked in construction. He really got into these activities and enjoyed working on them. It was because I made them suit his abilities and interests."

A second tutor from a correctional facility actually brought some of the activities to the student by arranging for a chef to talk with one of her students about measurement (the student had an interest

in cooking) and a photographer for another student interested in this field. From here they developed lessons dealing with writing directions, completing forms, and describing a process. Again, relating the items on the checklist to the student's personal goals made the process more relevant for the student.

Several tutors working with welfare recipients discussed using the checklists to teach life skills to these students. For some, these skills were outside their realm of daily life. They had never had to keep track of appointments or schedules. They had never kept a check book or tried to balance an account. Some of the comments relating to this were:

"The first item we worked on was keeping a personal calendar because my student had never done this before."

"We worked on organizational skills . . . those dealing with a weekly schedule, keeping a notebook, and using coupons. These are all important to improving her living situation."

These tutors found that the A.I.M. assessment was just the tool they were looking for to bring some reality-based skills into the classroom. It is often difficult to incorporate the life skills necessary for those just entering the job market into the lessons in a typical reading or math text. The checklists gave them just this kind of information which they applied to the needs of their students.

One tutor came to our meeting with a three-session activity dealing with using a checkbook, reading a map and following directions. These three skills were actually the ones which many tutors referred to frequently in our discussions. Some had their students draw maps from their homes to the tutoring session or along a familiar route. Others used maps from the city or state to identify major routes or plan a trip. Several tutors went to their local banks for blanks to use in practicing check writing or borrowed books from their local literacy council on this process. Following directions was approached in a number of ways. One student gave directions for driving to Washington, D.C. Another discussed directions to various locations within his town--the bank, post office, etc. For the most part, tutors allowed the students to choose what interested or was important to them.

There were also health related issues discussed. An ESL tutor working with a fairly beginning level student explained: "My student has small children and didn't know the terms for various body parts. We spent a number of sessions going over these, so she could be accurate when talking to the doctor. We used diagrams from a basic health book I borrowed from the library."

And there were other issues relating to health. On almost all levels of the A.I.M. assessment there

is at least one skill dealing with some type of health matter such as: how to place an emergency call or how to read medicine labels or complete a medical form. Most tutors were very quick in identifying these as necessary skills and used a variety of ideas to teach them: medicine bottles from the student's home; aspirin or Tylenol bottles; a visit to a pharmacy to locate specific items; the emergency directions in the phone book; developing one's own list of emergency numbers; programming one's phone with emergency numbers; and medical forms from a doctor's office or emergency room. Some of the tutors were surprised at their own creativity in developing exercises for such skills.

A few tutors questioned the appropriateness of some skills listed on the checklists. One asked if obtaining a library card at the pre-beginning level (0-1.9) was a bit premature. This question actually came from the student. Why would someone who can barely read be interested in obtaining a library card at this point? A very relevant question. Another wondered as to the ambiguity of some of the skills on the ESL checklists such as demonstrating the social conventions for getting along in a workplace. Since workplaces are as varied as the people who work there, are we teaching the "right" conventions or could we be committing the student to even more difficulties down the road? Interesting question.

The final issue which came up over and over again was documentation of mastery of a specific skill. Questions revolved around when we can actually determine that mastery has been made. One tutor expressed his concern as follows: "Remembering is so difficult. You think you have taught something and the next week it is gone. My student does homework. He practices the skills. I couldn't work with him if he didn't. I don't have much patience with that. You have to show me you're committed. I felt strange, as if I'm cheating when I document a skill my student has accomplished one week but cannot replicate several weeks later."

The answer came from another tutor: "If we don't document those achievements, we may never be able to truly document any because we just don't know what may or may not be retained. Skills are cumulative, especially with low level learners. We hope they will take what they need and remember those. We can't with any certainty say yes, this student has mastered this skill forever. Think about high school. Do you remember all the skills you learned in biology when you're taking chemistry?"

A second tutor made this suggestion:"Vary the skills. Work on them for several weeks then skip a couple of weeks before actually documenting them."

Both of these suggestions were helpful to the other tutors and have implications for training. Judging the appropriateness of our students' answers to questions or completion of a worksheet or paper is often difficult. We don't want to appear biased yet want our students to feel successful.

This perhaps is one reason that during training we discussed the importance of keeping a portfolio throughout the process. We can all say, "Yes, my student has improved," but nothing demonstrates this better than the "hard evidence" contained in a portfolio. Some tutors did in fact bring portfolios to the meetings, and this reinforced the value of doing so. But we also must keep in mind that program needs and tutor needs and student needs are not congruent, so we have to continually talk, listen, and make changes as we go.

Implications of Interviews with Tutors

Is the A.I.M. a useful tool for measuring progress in literacy programs? There are actually several answers since the A.I.M. is a life-skills based curriculum as well as an indicator for progress through levels. It is valuable as an assessment only if the volunteer and the student accept the checklist items as relevant and significant curriculum.

For most volunteers and their students this was not a huge problem. They saw the need for learning these practical skills and often carried these skills to other aspects of their lives. Some saw the A.I.M. assessment as another tool to be used in meeting their goals of improving their reading, writing, and math skills but not necessarily as something which they needed for other purposes. And for a few students, the checklists were an affirmation that they already possess certain skills which they can bring to the tutoring situation. For these the A.I.M. is a good assessment tool.

However, some students were resistant to the checklists and simply couldn't see their relevance to their own personal goals. Perhaps changes in the way the checklists are introduced could help these students see that these life skills are, in fact, relevant to almost all goals whether self-developmental, academic, or economic. For some ESL students the competency lists just didn't seem to work. Their strengths and weaknesses of their skills were just too scattered across too many levels.

The checklists can be very empowering for tutors if they have the training and support needed to be creative and to "go beyond the textbook." This proved difficult for some tutors and will need to be addressed in future trainings. However, many tutors immediately approached the checklists with skill and creativity. They went out and found real world materials for their lessons. When necessary, they developed their own "teacher made" materials.

In conventional tutor training we always point out the importance of teaching to student goals-- but sometimes the message we send seems almost contradicted by our actions. We pass out textbooks where skills are cumulative and lessons are already planned. Although we do tell our tutors to get out of the textbooks and issue a supplement book or two, we often don't provide the instruments

which would facilitate this. In many cases the A.I.M. seemed to be just the instrument which gave tutors the ability to go beyond the text and do what we ask of them.

The tutoring team, student and tutor, learned to work together in making decisions concerning the learning process. We all encourage our tutors to form a partnership with their students and to frequently review learner goals. We talk about the tutor as facilitator and discuss the role of the adult learner in the learning process. But we never actually demonstrate how this can be done. We seldom give guidelines or tools for doing so. The skills which most tutors come with are those learned in the traditional classroom settings, and so learning to go beyond this is not always easy but the rewards, which many tutors discovered, are tremendous.

The A.I.M gave validation to some things which tutors already knew: adult students need life skills as well as academic skills--and sometimes more so. Often students cannot explain exactly what their needs are. They say they want to improve their reading or writing but may actually mean that what they want are skills which are readily transferable and can be used in daily life. They often aren't sure how to vocalize their needs, but they know what they can and cannot do. As tutors went through the checklists with their students, students became excited about what they were being offered, and this enthusiasm transferred to the tutors. A team emerged.

The programs themselves were also learners in this process. During training many program administrators admitted that they were unsure of the response from their tutors, partly because they would be leaving the traditional textbooks for part of the tutoring session, but chiefly because of the additional paperwork necessitated by the A.I.M. In addition to monthly reports and samples of student work, tutors were being asked to develop materials and keep portfolios, including documentation of the process. Most programs learned, however, that with the necessary training and support, tutors are pretty game and will embrace the process. In some cases, they actually made it even better than anticipated. Programs learned that you can ask more of your volunteers if you give them the tools necessary to accomplish the task which you've assigned.

It was very evident that the A.I.M. assessment directed both program change and change in the way tutors and students worked together and in the way lessons were being planned. Some programs began to incorporate the A.I.M. assessment into their tutor training. The programs involved in the focus groups said that they wanted to continue having meetings devoted to discussing the A.I.M. checklists, exchanging ideas and gathering information. Programs also asked for additional trainings on documenting progress and creating and maintaining portfolios.

While working with the A.I.M. assessment, most tutors made the selection of skills a student decision or helped his/her student make an appropriate decision. Seldom was this done in isolation by the tutor. And tutors made an effort to find materials which were relevant to their students'

needs or particular interests. This wasn't always easy for some tutors because now they were being forced to create something different in terms of lesson plans and activities. But many went out and found those "real life" materials we talk about so much, and they discovered that they liked using them. The entire lesson planning process changed for many of the tutoring pairs using this assessment.

However, the need for creativity and concrete documentation of skills is a problem for some tutors. In the focus groups and interviews, tutors often discussed the difficulty in coming up with ideas to teach, reinforce, then document certain skills. An example of each skill is on the checklists, but some said this was not enough. Although in the initial training we included a practice activity focused on documenting evidence when a skill had been mastered, this was obviously not enough. Two important points emerged here. One is that we must spend more time in training discussing where to obtain "real life" materials needed for development of these life skills, and we probably should bring a variety of examples with us. This may alleviate the problem of tutors taking the training and never feeling quite comfortable enough to use it. Some practice in lesson planning might also enable those tutors who have difficulty in leaving the textbooks to try something different. Change, therefore, must come in terms of the Oregon Project training itself.

Interviews with Students

Ten students were interviewed, four by phone, all others face to face. Seven were from GPLC and three were from other programs. The face to face interviews were done at the individual tutoring sites prior to the student's tutoring sessions. Six interviews were audio-taped and then later transcribed and edited. Notes were taken during the phone interviews. Each interview lasted between ten minutes and a half hour. Six of the GPLC students that were interviewed were at the beginning reading level (0-4.9 Grade Equivalency on the A.I.M.) and one student was at the advanced reading level (6.0-8.9 Grade Equivalency on the A.I.M.). All of the students were in GPLC's basic program, not the English as a Second Language program. The students included five men and two women with ages ranging form 22 to 60. All of the students interviewed had been in our program for at least a year. The A.I.M. Assessment was introduced to them in fall of 1997. Although the interviews began with a set of predesignated questions, they were not heavily scripted and students were given ample room to express their own interests and concerns.

These were the basic interview questions: Have you seen this (A.I.M.) assessment? What can you tell me about it? What do you think of it? What does it tell you? How does this assessment compare to other assessments you have taken?

To the first question, four of the GPLC students responded with an unequivocal yes while two

said that they were "sort of" familiar with it. One didn't remember ever having seen it. This result was not surprising. Six of the students were at the beginning level and probably wouldn't have been able to read the A.I.M. independently. At the same time, however, four students did recognize it immediately which means that their tutors had made an effort to familiarize them with it.

When questioned, three of the GPLC students were able to describe in detail how the checklist worked and how mastery was documented. Their tutors had obviously gone over this list with them in some detail. Two of the students seemed to know a little about what the tutor did with the checklist, and two did not know the process at all.

In the context of a conversation, students used a number of synonyms for the A.I.M..
One student used a whole list of positive metaphors for the A.I.M.. He compared it to a track, an A.I.M., a strike, a path, and a road. This student seemed to see the A.I.M. as a journey with a goal and a target. Two other students described the A.I.M. in generally positive terms by calling it "a challenge" and "a good thing."

One student kept calling the A.I.M. the program. He liked the A.I.M., but he did feel that it was a lot of added work and maybe that's why he saw it as a program, which seemed to imply for him that the work, the rules and the guidelines were set, and all the requirements had to be met in order to "complete" it. This student seemed very studious and indicated that he did a lot of homework. Another student with a similar comment said the A.I.M. was "another piece of homework for me to do." He too seemed to think of the A.I.M. as more work.

Two students referred to the A.I.M. as **a test**. One of the students said she likes to be tested because she wants to see her progress. She saw the A.I.M. as another way for her to see her progress. Another student liked the A.I.M. because he liked the idea of getting tested by his tutor. Another said that she really liked "marking off accomplishments."

Most of the comments and reactions to the A.I.M. were positive. Two students really liked to know that they had some say in picking the order of activities. One said that he felt more relaxed with this.

Another student felt that it gave you an A.I.M. or direction in your lessons and that this was good. A couple of students commented that they liked getting tested by their tutor this way. They felt that the A.I.M. assessment was a better way of testing them because they felt frustrated and nervous taking the ABLE which is the standardized, norm-referenced test used by our agency. One student liked doing the assessment with his tutor and correcting it with her. The advanced student said that she liked to get tested and that this was just another way to see her progress. She

also mentioned that her tutor was able to "weave" the items on her checklist into her own goals and textbook lessons.
Math was new for one of the students because of the A.I.M.. He thought that his reading progress was a little slower, but he felt he was getting better with math and money.

Other students liked the A.I.M. but had some problems with it. One student said that she liked the A.I.M. and then followed that statement with, "I really want to work on my citizenship now". Getting her citizenship is a primary goal for her. She didn't see how the A.I.M. related to that goal. Another student liked the A.I.M., but felt that it doubled the work that he had to do with his tutor. One student did not mind doing the A.I.M., but really didn't see the significance of it. He felt that it did not prove anything. He said, "It is just a few items on a piece of paper; it doesn't prove that I can apply that skill."

Only one student had a predominantly negative reaction to the A.I.M.. This student did not want another list of things to do. He was worried that he would get bored with it and that this would affect his motivation. He preferred bringing in his own items and going over these things with his tutor.

Students interviewed from Crawford County Read, Franklin County Literacy, and Adult Literacy-Lawrence County were uniformly positive about the A.I.M. They liked "having a folder and seeing progress," "keeping a notebook of work," and "doing it (the assessment) with someone else." One student said that he was ready to quit before the A.I.M. because both he and his tutor were frustrated.

Since the A.I.M. Assessment requires the use of a portfolio to keep examples and hard evidence of student accomplishments, both the tutor and the student are expected to share ownership of it. According to the interviews, the tutors seem to have ownership of the folders or portfolios which accompany the A.I.M. Five GPLC students said that the tutor kept their folders and two students said they kept it. Two of the students interviewed from other agencies indicated that they kept the "notebook" themselves. Five students did not seem to know what was kept in the portfolio. One of the students made comments which made it sound as though the whole A.I.M. process was completely led by his tutor. He said things such as: "**She** fills it out. **She** be doing something like this. **She** asks a lot of questions."

Implications for the Project

The results of the student interviews have significant implications for our tutor and staff development training on the A.I.M. It is obvious from the interviews that tutors and students are approaching the A.I.M. Assessment differently. Some tutors are showing and explaining the

assessment to their students in detail while others aren't showing their students the document at all. Some tutors are seeing the assessment as a tutor directed and controlled activity while others are including the students in every step of the process. Some students know the purpose of the A.I.M. while others don't see the point of it. According to the data, the student's portfolio seems to be completely owned and used by the tutor rather than the student. This is a serious problem. If the student doesn't have a portfolio, and he doesn't understand the process or even see the A.I.M. document, then s/he doesn't know what the A.I.M. is all about. The A.I.M. becomes just another "test" or checklist that the student fears because s/he doesn't understand it. A primary objective of the A.I.M. is to give students an active role in documenting their own learning. It is important that students see the A.I.M. Assessment as a way of showing them their own progress. Our future A.I.M. training should emphasize the fact that the A.I.M. is a learner centered assessment and that the learner should be aware of and participate fully in the entire evaluation process.

Some tutors seem to be able to integrate and "weave" the A.I.M. activities into their everyday lessons while others seem to be making each task a separate lesson and as one student put it, "doubling the work". From one student's perspective, the A.I.M. sometimes gets in the way of his personal goals. Passing a citizenship exam was definitely one student's goal which should probably have taken priority over other tasks on the checklist. If a tutor won't or doesn't know how to connect the student's goals to the tasks on the A.I.M. checklist and somehow "weave" it all together, then they are doubling the work for themselves and their students. By dividing their tutoring sessions into an unrelated succession of textbook activities, student goal activities and A.I.M. tasks, the tutoring session could become a disjointed set of learning tasks and activities with no flow or connection to a theme or objective. This not only isn't good teaching; it is counter-productive. If lessons become frustrating or uninteresting to students, it is more likely students will drop out of the program. The A.I.M. training will have to have a lesson planning session where this issue is addressed. Good lesson planning does require time and effort on the part of the tutor. Without more support and training, many tutors probably don't have the time to prepare well planned lessons. It's just too inefficient a process.

Broader Implications

There is an issue as to whether the A.I.M. Assessment is appropriate for everyone in a program. As one of our students stated, " I don't want another list to work on." In some cases a student's goal might take priority and the A.I.M. should be postponed for a more appropriate time. In other cases, the A.I.M. might be something a student begins when s/he chooses to at some point in the program. The A.I.M. assessment itself is limiting because it only goes as far as the the 8.9 Grade Equivalency. It would have to be the responsibility of an assigned and qualified staff person to make the decision as to whether the A.I.M. is appropriate for individual students.

One of the students interviewed mentioned that he likes the math activities on the A.I.M. Most programs devote very little time to training tutors on how to teach math. Teaching math could be potential problem for some tutors who feel inadequate in teaching it. Programs would have to add some form of math training to tutor training workshops if we expect tutors to teach the math lessons on the A.I.M.

The most positive thing that came out of this project was finding out that the students for the most part liked getting "tested" by their tutors with the A.I.M. Many students dread and fear our standardized testing. The anxiety that students experience with standardized testing can produce invalid test results and worse yet discourage the student. The A.I.M. assessment is an authentic assessment -- a criterion referenced evaluation that has the potential to evaluate what the student has learned fairly and accurately in a positive and encouraging manner.

The most obvious problem for statewide use of the A.I.M. has to do with the institutionalizing of training. How can we best help programs to add the necessary additional training in the use of the A.I.M.? At this point most tutor training programs statewide are twelve hours long and, unless the formats change, there is no time to add an A.I.M. instructional segment to most workshops. After completing the basic tutor training, many of the new tutors already comment that they are overwhelmed by the amount of information that they have received. Adding an additional segment on the A.I.M. would probably result in serious overload especially since our experience is showing that we need more rather than less training if the A.I.M. is be used properly. Training on the A.I.M. itself could easily take three to five hours.

Conclusions and Recommendations

Assessment is a necessary part of every good adult education program. With the A.I.M., assessment becomes the responsibility of the tutor and student as well as program staff. This in itself is a positive recommendation for the use of the A.I.M. in volunteer-based programs. An instrument like this, assuming that tutors (and through them their students) are fully engaged and trained in its use could revolutionize the monthly progress report that tutors render so reluctantly and laconically to their programs. Using the A.I.M., they (at last) can have something significant and tangible to report.

A very important aspect of the A.I.M. is that it lends itself to a well-documented portfolio assessment system. It is an authentic assessment that is measureable in levels. We recommend its continued use in Pennsylvania with at least one more pilot year. At that time twenty-five programs will have been exposed to the A.I.M. and the difficulties of institutionalizing it as an assessment will be better understood.

We know this now: If the A.I.M. is to become a force in assessment in Pennsylvania programs, effective and enthusiastic training will be absolutely necessary. This training will have to be carefully formatted and packaged yet flexible enough so that programs can train tutors as part of basic tutor training or as a stand alone training. Programs began to do this to some degree this year, and the tutors who were trained "second hand" seemed to do fairly well. However, our A.I.M. trainings were not designed as "train the trainer" sessions and some of the problems that we saw in lesson planning and developing evidence of mastery are probably the result of inadequate or truncated training.

The A.I.M. is not an easier replacement for standardized testing for volunteer-based programs. Using the checklists correctly as both a life skills curriculum and an assessment is much more complex and time consuming than administering a TABE or an ABLE at fifty hours of instruction. In fact, there's no contradiction between the two, and any volunteer program could use both for different purposes or different students. What this assessment does is to treat volunteers as respectfully as we treat classroom teachers, **and** it includes students in the evaluation process. Tutors and students working together **should** be the ones who present the evidence that students are ready to move on to the next level.

The A.I.M.'s competency lists can be a way to bring some uniformity, as well as validity in measurement, to individualized goal-oriented programs. Its complementary / supplementary curriculum allows for diversity of goals but includes a standard for success.

Appendix 1:
Oregon Project Survey
March 1998

Oregon Project Report
March 1998

The following is a summary of responses to a questionnaire sent to all programs participating in the Oregon Assessment Project.

Number of programs responding: 14
Number of individual responses: 76

FEEDBACK REGARDING THE TRAINING PROCESS:

The first question asked was: "Did the training prepare you for using the A.I.M assessment? Why or why not." Forty-nine of those who returned their questionnaires responded with an overwhelming yes. Twenty-one of those responding did not attend the initial training but were provided the checklist and instructions by their program staff. Of the remaining six, two indicated that they would have liked more time due to the amount of material being presented and one said that she felt that the goals on the checklist did not apply to student goals. Three had no response.

Another question asked about additional training: "Do you feel you need additional training at this time?" Most felt that at this time additional training was not needed. They had been using the checklists for such a short time and want more time with it before they can request additional training. Twelve of those who responded said yes to additional training; six of these people had not received the initial training and two had not yet begun using the A.I.M. assessment and wanted a refresher before beginning. The others gave no reason for their request.

There were also some who made comments such as: additional training is always helpful (2); more ideas would be helpful in terms of demonstrating mastery of a skill (2); and a focus group of those using the checklist would be good (2). These suggestions will be useful in designing subsequent trainings.

FEEDBACK ON USE OF THE A.I.M. MATERIALS:

The remainder of the questionnaire dealt with finding out how the checklist was introduced during tutoring and how it is being used. (How did you introduce these materials to your students? and Are you using the checklist in your tutoring sessions?) The comments were quite varied, some lengthy, some left blank, so I decided to divide the answers into several areas: comments from program staff; comments from literacy tutors; and comments from ESL tutors.

1. Program staff had the following observations:
   - great tool for volunteer programs
   - will include the checklist in next tutor training (3)
   - will introduce as a way of demonstrating student progress

- discussed this in terms of student goals
- began using A.I.M. on a limited scale/piloting the project (3)
- has a lot of potential but would be a big change
- need another year to evaluate
- have not implemented A.I.M. due to pressures of EQUAL and assessment module
- great assessment tool/good compliment to traditional assessment
- difficulty using term assessment to explain A.I.M.
- comments from tutors very favorable
- useful for lower level students (2)
- system requires more preparation on teacher's part

II. The volunteer comments centered around three areas: the checklists themselves, student responses, and actual use of the materials/lesson preparation.

A. The Checklists:
- difficulty setting goals with low level student
- difficulty incorporating checklist with student goals
- difficulty explaining concept of "goals"
- used goal-setting activity (2)
- like realistic goals
- would be helpful to have more than one example of each goal
- discussed checklist with student and found it easy to incorporate goals into lessons
- checklist particularly helpful to low level students
- more personal, caring, accountable system
- any concrete objectives or ideas can be helpful in tutoring
- working on one or two goals at a time
- like realistic life skills/goals
- emphasis on practical goals
- checklist straight forward
- helpful to have more than one example of each goal (4)
- useful, clear instructions
- good tool to help tutor help the student

B. Student Responses:
- student thought evidence was not important
- student not interested; felt she could do most of the skills
- student optimistic about completing checklist
- student likes the process very much, particularly the emphasis on practical skills
- student receptive to idea of learning new items
- student completely focused on learning to read and nothing else
- student is making steady progress
- student happy to see that there are some things he has already mastered
- student's immediate response was interest and cooperation

- student feels he is achieving some goals
- students believed skills were relevant to them; using checklist in almost every class
- student positive about checklist

C. Lesson Preparation:

- introduced this to the student as something new for the "New Year"; tried to excite student with something different
- have devised a three-session checkbook activity, map activity, and activity dealing with directions--would like to share this with other tutors
- students were asked to select what they wanted to work on first
- concept good but time in tutoring session is so limited now that I am not sure how much we can do
- lesson preparation takes more time but it is definitely more interesting than just using the textbook
- used the checklist with my student to select the activity
- this project could generate a lot of paperwork
- this is not for my student/poor retention
- useful and easy to use
- read over the checklist with my student and discussed together where we would begin--easy to incorporate into lesson plans (2)
- adds something different to lessons
- explained that this is a new way to track progress
- discovered in using the checklist that my student has needs
- too much paperwork; takes away from other things we are doing
- concerned with additional paperwork
- helped set guidelines
- I choose activities from checklist with my student
- explained that this is something new; we use the checklist but not in every lesson
- follow checklist as much as possible while still using other materials
- we attend to one skill at a time; student has some difficulty understanding concept of goal setting
- easy to introduce the checklist to a new student
- gradually introducing writing to basic students

III. I separated the comments of the literacy tutors from that of the ESL because the issues were very different. All the ESL tutors who responded to the questionnaire reported difficulty in incorporating the checklist into the lessons for two reason. The first was mention of the student's primary goal as being "communication for survival" which overruled attending to other skills until this was accomplished. The second was the fact that ESL students come with such a variety of skills--good writing/poor speaking or fair communication/poor grammar, etc. The checklists assume weaknesses in all skills at any one level. Some tutors have found themselves using more than one checklist--particularly when working with a small group. In that case the difficulties are compounded.

Miscellaneous comments:

- One tutor prefers traditional textbooks.
- One would like more "prepared" materials.
- Just started working with a student (3).
- It will take a while to see progress with low level student.
- Hope this will make learning meaningful.
- Moving slowly but surely.
- Introduced A.I.M to tutor.s
- Would like feedback on what I am doing.
- Would like to share ideas with other tutors.

SUMMARY OF COMMENTS

Most volunteers found that by including their students in the selection of skills to be learned, the students felt a part of the process and were excited to use the A.I.M. checklist. Much seemed to hinge on tutor attitude toward this process. Some tutors found that the checklist helped them better plan their lessons--gave them something concrete to base their lessons upon. Some liked being "allowed" to get out of the textbook. And many--both tutors and student--like the attention to life-skills. This, above all else, seemed to be the most positive aspect of the A.I.M assessment.

There were obvious concerns about the amount of paperwork, time and, most importantly, documentation of skills. A number of those responding to the questionnaire wanted more examples of documentation--"hard evidence"-- for mastery of a skill.

It appeared that those who found difficulty in using the checklist fell under two categories: tutors wanting to remain in the text, comfortable with the present tutoring situation; or students who did not see the life-skills as relevant to their goals. With regard to the latter, a few tutors managed to incorporate skills from the checklist without letting the student know it is part of the A.I.M assessment. They did this because they felt that the skills listed were relevant to the student's progress (even though the student may not see this). This decision is really determined by the student/tutor relationship.

I was a bit surprised that there were very few suggestions for changes on the checklist (ex. skills not appropriate for a certain level). One person questioned when a student should obtain a library card (pre-beginning?) but that was all. I believe this may be due to the fact that they have been using this assessment for such a short period of time.

Most program staff see the A.I.M as especially useful for the literacy population--beginning level students. Some have restructured their tutor training to include the Oregon Project. Most programs have chosen a select group of tutors to pilot this project. Only one program has not yet used this instrument and this is due to time factors--other program requirements which were more imminent.

Appendix 2:
Oregon Project Survey
Final Report
June 1998

TO: KAREN
FROM: DEBBIE
DATE: 6/29/98
RE: OREGON PROJECT FINAL UPDATE

NUMBER OF AGENCIES PARTICIPATING: 15

NUMBER OF AGENCIES RESPONDING TO FINAL QUESTIONNAIRE: 11

ANSWERS TO QUESTIONS:

1. How many volunteers and staff have used the A.I.M. Assessment checklists since training?

   131

2. How many students have been instructed (tutored) using the A.I.M. Assessment this year?

   Basic: 122 ESL: 47

3. Did any students in your program advance from one checklist to the next level? If so, how many?

   28 students

4. Do you have any additional training needs?

   a. Would like a clearer explanation of how to use and complete the goal setting sheet and the assessment record.
   b. Would like some guidelines in how to introduce the A.I.M in our tutor training.
   c. Would like to repeat the training with more tutors.
   d. Depends upon what is required in year two.

5. Do you have any suggestions for changes or revisions to the initial training process?

   -I think participants need more than just an initial presentation, especially after the way some of ours didn't respond. More ideas would help and we need to impress upon them the fact that the evidence needs to be concrete, not just their feelings.
   -Training held earlier in the year.
   -More detail in how to use and integrate into more traditional curriculum.
   -Spend more time with organization about integrating it into their current process
   -How to integrate into tutor training.
   -More example of evidence when a skill has been attained

6. Are you interested in continuing as a pilot for year two of the Oregon Project?

   Yes: 10 No: 1

BEST COPY AVAILABLE

Additional comments regarding use of the A.I.M from volunteers and staff:

--Some skills were fairly basic and we just needed to review; some however will clearly take more time. This skills assessment is a good way to tie in practical daily living skills along with the reading skills that we work on on a weekly basis. One suggestion would be to give additional examples of items which would count as evidence in each category.

--At the pre-beginning level it would be good to have fewer goals. It is going to take my student forever to reach just a few of these. Another possibility would be to break the main goals down into smaller parts that would lead up to that goal. That way you would be able to check off accomplishments along the way. The student could see that he/she is making progress leading up to that goal.

--Found this helpful as a guide for things to work on. Many of the items are employment related which will be helpful to my student in the future. The skills to be learned all seem to be applicable and at an appropriate level. It might be helpful to have more examples in the examples of evidence.

--A.I.M. is a practical, realistic, competency based survey of basic reading and writing tasks. It addresses real life situations and needs. It requires a good deal of time and repetitive practice for some to acquire skills.

--Goal setting with individual students make it personal and learner designed. Since these students are beginning readers they usually depend upon other people to supply this very personal information. The acquisition of these basic skills is the first step toward their independence and an intro to literacy.

--Time consuming, prep time needed to locate and copy materials. Some samples or practice forms would be an added incentive to using this assessment.

--It should be introduced to all teachers and tutors at initial training or in service

--A.I.M is a good checklist of functional literacy skills. I always teach some aspect of functional literacy in each small group session so students can see an immediate use for their lessons. It is my feeling that this keeps the student coming back. Functional literacy should be taught in each lesson as another component of the curriculum since fitting A.I.M. into my lessons was somewhat difficult.

--My lessons are so full. There's no time for this.

--I need to use my training and see how that works before I start something new.

--It was easier to implement with staff than with tutors. However, student response was so positive that we will be adding A.I.M. to our tutor training, up front, as part of the functional literacy and writing components.

--Staff believes that the A.I.M. Assessment should be part of student intake and the individualized lesson plans given to teachers and tutors. This will yield much more focused goal setting.

--Random comments: time consuming, practical, needed, too time consuming for structured tutors, advanced lists more problematic, cumbersome documentation, I NEED this, brings awareness to overlooked needs, gives me independence, it explodes assumptions.

Comments concerning the A.I.M Assessment by both volunteers and staff were overwhelmingly positive. Most plan to continue using this instrument and many agencies intended to include this as part of their tutor training. A few have done so already while others have asked for some assistance in this process. Perhaps we should talk with those who have made modifications in their training and see what they are doing. Several agencies mentioned that this assessment worked better with new tutors rather than veteran tutors, so making it a part of the initial training might lend to a wider acceptance of the checklists as an additional tool in the tutoring process. This would be a good in service opportunity (or part of the second year of training) for year two participants (agencies).

A few agencies would like additional help on how to integrate the A.I.M curriculum into what they are already doing. Again, this would be another interesting in service for year two participants. Since many comments both in the final questionnaire and in my meetings with volunteers concerned documentation of skills and examples of hard evidence, an in service designed around these issues might be important. In looking over some of the samples of student work and checklists which agencies sent along with their questionnaires, I believe there is a need to review how to document evidence in clear, behavioral terms. Included in this could be some type of discussion/sharing session on how and where to get materials which can be used in teaching and citing mastery of these skills.

In summary--suggestions for year two follow-up training:

- Using the A.I.M in tutor training
- Integrating A.I.M. into an agency's current curriculum
- How to document skills listed on the checklists
- Lesson planning using the A.I.M. as part of the process
- Gathering materials for teaching the skills on the checklists (resources?)
- What is mastery?

Attached is a copy of my PALPIN Project dealing with volunteer and staff responses to using the A.I.M. Assessment in a volunteer based program. Those agencies involved in collecting this information were Adult Literacy Lawrence County, Franklin County Literacy Council, and Greater Pittsburgh Literacy Council.

Agencies returning final questionnaire and interested in participating in year two:

Adult Literacy Lawrence County
Crawford County Literacy Council
Delaware County Literacy Council
Franklin County Literacy Council
Greater Pittsburgh Literacy Council
Literacy Council of Lancaster-Lebanon
Literacy Council of Reading-Berks
Lycoming County Literacy Council
Susquehanna County Literacy Council
York County Literacy Council

Agency returning final questionnaire and not interested in participating in year two:

Center for Literacy

Agencies not returning final questionnaire:

Bradford County Library
Mid-State Literacy Council
Mifflin County Library Literacy

Appendix 3:
A.I.M.
Checklists

A.I.M.

SKILLS TO BE LEARNED SUMMARY
Adult Basic Skills Student Levels

PRE-BEGINNING BASIC SKILLS/INTRODUCTION

1. Student can read and write own name.
2. Student can read and write own name, address, and phone number.
3. Student can recognize family members' names in writing.
4. Student can dictate 3-5 sentence paragraph to tutor.
5. Student can recognize 60% of the words in dictated paragraph.
6. Student can read and write the letters of the alphabet.
7. Student can write and order symbols for numbers.
8. Student can locate and dial emergency telephone numbers.
9. Student can use U.S. coins and currency.
10. Student can obtain a library card and understand its uses.
11. Student can use a variety of measuring tools.
12. Student can tell time.
13. Student can read the prices of items in ads and on shelves, and can add/subtract items.
14. Student can describe personal learning style.
15. Student can demonstrate the use of a calculator to solve addition and subtraction problems.
16. Student knows what community resources are available and how to access them.

BEGINNING BASIC SKILLS

1. Student can use written directions and a map to find a destination.
2. Student can fill out a form requiring 3-5 items of personal information.
3. Student can write and interpret large numbers.
4. Student can determine correct change in purchasing transactions.
5. Student can identify sources for job searches and how to use them.
6. Student can write short personal letters to friends and family.
7. Student can accurately keep a calendar.
8. Student can ask for, give, follow and clarify information.

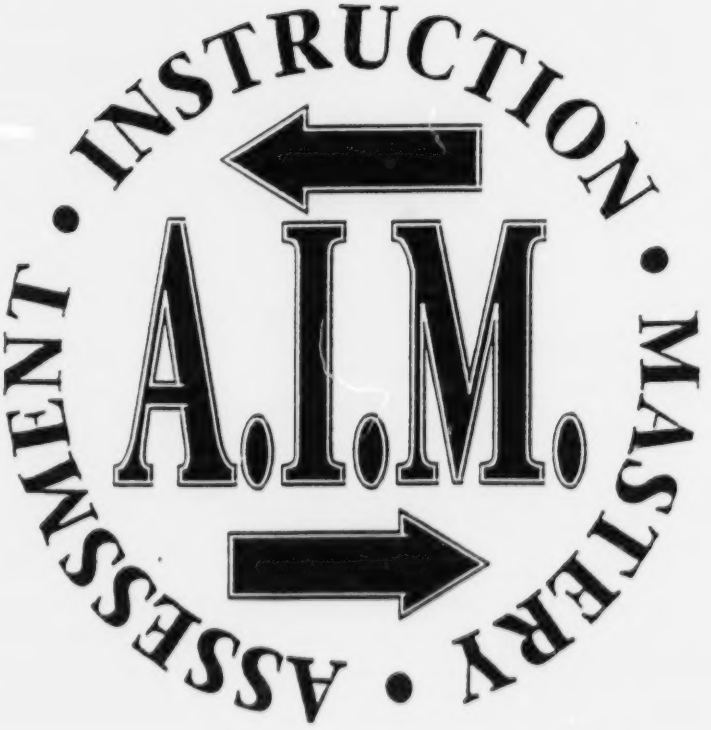
(CONTINUED NEXT PAGE)

BEST COPY AVAILABLE

6. Student can write a business letter.
7. Student can research and evaluate potential jobs.
8. Student can prepare a resume'.
9. Student can identify and calculate income tax information.
10. Student can calculate the area of a room.
11. Student can estimate annual costs of owning a car.
12. Student can read and discuss contracts.

BEST COPY AVAILABLE

ADULT BASIC SKILLS



Pre-Beginning Basic Skills/Introduction

GUIDE FOR INSTRUCTION
PRE-BEGINNING BASIC SKILLS/INTRODUCTION

[redacted]

Profile: Student Performance Level (SPL) Reading 0-3
Reading Grade Level 0 -1.9, CASAS Reading Level 199 & below, Holistic Writing 0-1

SUGGESTED ASSESSMENTS

** = administered by coordinators: training available

Getting to Know the Learner: Pre-Tests
(Record dates completed)

1. Interview/Goals _____
2. Skills to be Learned (Page 3) _____
3. Materials *(record back of form)* _____
4. Learning Styles Inventory _____
5. BASIS/CASAS** _____
   name____form____level____score____
6. Holistic Writing ** _____ *score____*

Other:_____

Making Progress: Post-Tests
(Record dates completed)

1. Learner Feedback _____
2. Examples of Evidence (Page 3) _____
3. Materials *(record back of form)* _____
4. CASAS ** _____
   name____form____level____score____
5. Holistic Writing ** _____ *score____*

Other:_____

Moving to the Next Level: Final-Tests
(Record dates completed)

1. Learner Feedback _____
2. Examp. of Evidence (Page 3) _____
3. Materials *(record back of form)* _____
4. CASAS** _____
   name____form____level____score____
5. Holistic Writing** _____ *score____*

Other:_____

SUGGESTED MATERIALS

Core Materials:
(Check selected materials)

1. Laubach Way To Reading: Skill Book 1 _____
2. Reading for Today Books: Introductory, 1 _____

Other:_____
_____
_____
_____
_____
_____

Supplemental Materials:
(Check selected materials)

1. Language Experience Approach _____
2. Newspaper _____
3. LITSTART: Literacy Strategies for Adult Reading Tutors _____
4. Realia (everyday items) Examples: telephone book, newspaper ads, junk mail, cookbook *(record back of form)*

Other:_____
_____
_____

Student Name_____
Tutor Name_____
Period covered from_____to_____
Tutoring Site_____
Number of Tutoring Hours_____

PLEASE RECORD ADDITIONAL INFORMATION ON THE BACK OF THIS FORM. (OVER)

Profile of student (goals and assessments) :

Recommended materials and methods:

Additional comments:

44A

GOAL SETTING

NAME_____

BY SETTING A GOAL AND WORKING TOWARD IT, YOU CAN MAKE YOUR LIFE HOW YOU WANT IT!

STEP #1

THINGS I WANT TOACCOMPLISH..... List things that you want to learn to do, or to do better. List as many as you can.

_____

_____

_____

_____

_____

_____

STEP #2

MY GOAL.....
Choose one goal to work toward. Write it BIG.

_____

_____

STEP #3

WHY I WANT TO ACHIEVE THIS GOAL..... List as many reasons as you can. This list will help you keep working toward your goal even if it gets hard. READ IT OFTEN TO REMIND YOURSELF!

_____

_____

_____

_____

_____

_____

_____

STEP #4

STEPS I WILL TAKE..... This is what you will do to reach your goal. List the steps in the order you plan to do them.

_____

_____

_____

_____

_____

STEP #5

KEEP THIS IN MIND..... What do you want to remember if you feel like giving up? KEEP GOING!

_____

_____

STEP #6

EVALUATE YOUR GOAL .....Keep in mind the GOAL that you have selected as you go through this checklist.

_____The goal is SELF-CHOSEN.

_____The goal FITS you well; it allows you to combine your interests, personality, skills and values.

_____The goal EXCITES you! You can't wait to get going on it!

_____The goal is DEFINITE and SPECIFIC; you know exactly what it is you're aiming for.

_____The goal is MEASURABLE; you will be able to see and evaluate your progress.

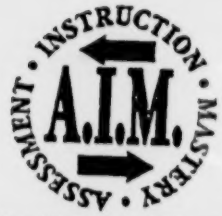
_____The goal is Realistic; it's challenging but still achievable.

_____The goal will be personally SATISFYING to reach.

STEP #7

I HAVE REACHED MY GOAL! Do not forget to celebrate your accomplishments!!!

KEEP GOING!



GUIDE FOR INSTRUCTION
PRE-BEGINNING BASIC SKILLS/PRE LITERACY

Profile: Reading Grade Level 0 -1.9, CASAS Reading Level 199 & below, Holistic Writing 0-1

INSTRUCTIONS :

1. Check the numbers of the skills that you and your student have selected for tutoring.
2. Record the skills and your student's examples of evidence on the form provided. (page 5)
3. Record the dates that your student demonstrates evidence of learning (page 5)
4. A skill is learned when your student has demonstrated 2 examples of evidence. Next to each **SKILL TO BE LEARNED** is an example. You are not required to use this example; it is there to help you with your planning.
5. When your student has demonstrated evidence of learning for 75% (12) of the skills listed, **this level is completed.**

	SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
1.___	Student can read and write own name.	Student signs registration or test form.
2.___	Student can read and write own name, address, and phone number.	Student puts name, address, and phone number on registration form.
3.___	Student can recognize family members' names in writing.	Student dictates sentences that include family names and reads them back to tutor.
4.___	Student can dictate 3-5 sentence paragraph to tutor.	Student dictates a paragraph to the tutor about a personal experience or other chosen topic.
5.___	Student can recognize 60% of the words in dictated paragraph.	Student responds with correct answer as words are pointed to.
6.___	Student can read and write the letters of the alphabet.	Student writes the letters of the alphabet into a blank book.
7.___	Student can write and order symbols for numbers.	Student writes numbers onto a blank calendar page.
8.___	Student can locate and dial emergency telephone numbers.	Student locates an emergency telephone number in the phone book and describes what he/she would say when making a call.
9.___	Student can use U.S. coins and currency.	Student identifies items to be pur chased in newspaper ads. Student gives tutor appropriate amounts of money for selected items.
10.___	Student can obtain a library card and understand its uses.	Student shows card and discusses how he/she plans to use it.

(CONTINUED ON NEXT PAGE)

SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
11.___ Student can use a variety of measuring tools.	Student measures a variety of liquids, solids, and temperatures using the right tools.
12.___ Student can tell time.	Student reads differing time settings on numerical and digital clocks.
13.___ Student can read the prices of items in ads and on shelves, and can add/subtract items.	Student reads prices from tags or in ads and determines cost and differences in costs of two items.
14.___ Student can describe personal learning style.	Student describes to tutor how he/she learns best in reference to a learning styles inventory.
15.___ Student can demonstrate the use of a calculator to solve addition and subtraction problems.	Student solves everyday life addition and subtraction problems using a calculator.
16.___ Student knows what community resources are available and how to access them.	Student discusses resources they may need to use and how they would access them.

ADDITIONAL COMMENTS &CONCERNS:

STUDENT PROGRESS SUMMARY

DIRECTIONS: Please include skills from the "Skills to be Learned " checklist (Page 3) AND skills that are not listed, but have been identified by your student as a goal.

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE: _____ 1. _____

_____

_____

DATE: _____ 2. _____

_____

_____

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE: _____ 1. _____

_____

_____

DATE: _____ 2. _____

_____

_____

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE: _____ 1. _____

_____

_____

DATE: _____ 2. _____

_____

_____

BEST COPY AVAILABLE

Student Name _____ Tutor Name _____

Period covered from _____ to _____ # of Tutoring Hrs. _____

Tutoring Site _____ Student Level _____

Student will ☐ continue in the program. ☐ not continue in the program.

STUDENT NAME_____ Page_____

SKILL TO BE LEARNED_____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

_____

_____

DATE:_____2._____

_____

_____

SKILL TO BE LEARNED_____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

_____

_____

DATE:_____2._____

_____

_____

SKILL TO BE LEARNED_____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

_____

_____

DATE:_____2._____

_____

_____

SKILL TO BE LEARNED_____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

_____

_____

DATE:_____2._____

_____

_____

_____

ADULT BASIC SKILLS

Beginning Basic Skills

GUIDE FOR INSTRUCTION
BEGINNING BASIC SKILLS

Profile: Student Performance Level (SPL) Reading 4
Reading Grade Level 2.0-3.9, CASAS Reading Level 201-210, Holistic Writing 1

SUGGESTED ASSESSMENTS

** = administered by coordinators; training available

Getting to Know the Learner: Pre-Tests
(Record dates completed)

1. Interview/Goals _____
2. Skills to be Learned (Page 3) _____
3. Materials *(record back of form)* _____
4. Learning Styles Inventory _____
5. BASIS/CASAS** _____
   name____form____level____score____
6. Holistic Writing** _____ *score____*

Other:_____

Making Progress: Post-Tests
(Record dates completed)

1. Learner Feedback _____
2. Examples of Evidence (Page 3) _____
3. Materials *(record back of form)* _____
4. CASAS** _____
   name____form____level____score____
5. Holistic Writing** _____ *score____*

Other:_____

Moving to the Next Level: Final-Tests
(Record dates completed)

1. Learner Feedback _____
2. Examp. of Evidence (Page 3) _____
3. Materials *(record back of form)* _____
4. CASAS** _____
   name____form____level____score____
5. Holistic Writing** _____ *score____*

Other:_____

SUGGESTED MATERIALS

Core Materials:
(Check selected materials)

1. Laubach Way To Reading: Skill Books 2,3 _____
2. Challenger: Books 1,2 _____
3. Reading for Today: Books 2,3 _____

Other:_____

Supplemental Materials:
(Check selected materials)

1. Language Experience Approach _____
2. Newspaper _____
3. LITSTART: Literacy Strategies for Adult Reading Tutors _____
4. Realia (everyday items) telephone book, newspaper ads, cookbook, food labels (record back of form)

Other:_____

Student Name_____
Tutor Name_____
Period Covered from_____to_____
Tutoring Location_____
Number of Tutoring Hours_____

PLEASE RECORD ADDITIONAL INFORMATION ON THE BACK OF THIS FORM. (OVER)

BEST COPY AVAILABLE

Profile of student (goals and assessments) :

Recommended materials and methods:

Additional comments:

Profile: Reading Grade Level 2.0-3.9, CASAS Reading Level 201-210, Holistic Writing 1

INSTRUCTIONS:

1. Check the numbers of the skills that you and your student have selected for tutoring.
2. Record the skills and your student's examples of evidence on the form provided. **(page 5)**
3. Record the dates that your student demonstrates evidence of learning **(page 5)**
4. A skill is learned when your student has demonstrated 2 examples of evidence. Next to each **SKILL TO BE LEARNED** is an example. You are not required to use this example: it is there to help you with your planning.
5. When your student has demonstrated evidence of learning for **80% (10)** of the skills listed, **this level is completed.**

	SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
1.___	Student can use written directions and a simple map to find a destination.	Student can use a map and descriptive material to explain how to reach a destination.
2.___	Student can fill out a form requiring 3-5 items of personal information.	Student fills out an application for services, credit, or a membership.
3.___	Student can write and interpret large numbers.	Student can demonstrate how to write symbolic dollar amounts for varying sizes of checks.
4.___	Student can determine correct change in purchasing transactions.	Student can add up small purchases and determine change from a twenty dollar bill.
5.___	Student can identify sources for job searches and how to use them.	Student can match skills and capabilities to jobs in want ads.
6.___	Student can write short personal letters to friends and family.	Student writes a letter to a friend using appropriate format.
7.___	Student can accurately keep a calendar.	Student shares his/her appointment book or calendar. Demonstrates how he/she keeps track of appointments.
8.___	Student can ask for, give, follow, and clarify information.	Student can describe a process to someone else. (hobby etc.)
9.___	Student can identify the main idea in a paragraph.	Student can explain a short story or an article.
10.___	Student can interpret a medical label.	Student, when given medicine bottles, can identify and understand key information on medicine labels.

(CONTINUED ON NEXT PAGE)

SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
11.___ Student can read and follow a recipe using fractional measurements.	Student correctly measures ingredient for a recipe.
12.___ Student can use various scales and gauges.	Student describes when scales and gauges might be used. Demonstrates the use of a scale and gauge.

ADDITIONAL COMMENTS & CONCERNS:

STUDENT PROGRESS SUMMARY

DIRECTIONS: Please include skills from the "Skills to be Learned " checklist (Page 3) AND skills that are not listed, but have been identified by your student as a goal.

SKILL TO BE LEARNED _____

EXAMPLES OF EVIDENCE:

DATE: _____ 1. _____

DATE: _____ 2. _____

SKILL TO BE LEARNED _____

EXAMPLES OF EVIDENCE:

DATE: _____ 1. _____

DATE: _____ 2. _____

SKILL TO BE LEARNED _____

EXAMPLES OF EVIDENCE:

DATE: _____ 1. _____

DATE: _____ 2. _____

Student Name _____ Tutor Name _____

Period covered from _____ to _____ # of Tutoring Hrs. _____

Tutoring Site _____ Student Level _____

BEST COPY AVAILABLE

Student will ☐ continue in the program. 55 ☐ not continue in the program.

STUDENT NAME_____ Page_____

SKILL TO BE LEARNED_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

DATE:_____2._____

SKILL TO BE LEARNED_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

DATE:_____2._____

SKILL TO BE LEARNED_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

DATE:_____2._____

SKILL TO BE LEARNED_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

DATE:_____2._____

GOAL SETTING

NAME_____

BY SETTING A GOAL AND WORKING TOWARD IT, YOU CAN MAKE YOUR LIFE HOW YOU WANT IT!

STEP #1

THINGS I WANT TOACCOMPLISH..... List things that you want to learn to do, or to do better. List as many as you can.

_____

_____

_____

_____

_____

_____

STEP #2

MY GOAL.....
Choose one goal to work toward. Write it BIG.

_____

_____

STEP #3

WHY I WANT TO ACHIEVE THIS GOAL..... List as many reasons as you can. This list will help you keep working toward your goal even if it gets hard. READ IT OFTEN TO REMIND YOURSELF!

_____

_____

_____

_____

_____

_____

_____

_____

STEP #4

STEPS I WILL TAKE..... This is what you will do to reach your goal. List the steps in the order you plan to do them.

_____

_____

_____

_____

_____

STEP #5

KEEP THIS IN MIND..... What do you want to remember if you feel like giving up? KEEP GOING!

_____

_____

STEP #6

EVALUATE YOUR GOAL .....Keep in mind the GOAL that you have selected as you go through this checklist.

_____The goal is SELF-CHOSEN.

_____The goal FITS you well; it allows you to combine your interests, personality, skills and values.

_____The goal EXCITES you! You can't wait to get going on it!

_____The goal is DEFINITE and SPECIFIC; you know exactly what it is you're aiming for.

_____The goal is MEASURABLE; you will be able to see and evaluate your progress.

_____The goal is Realistic; it's challenging but still achievable.

_____The goal will be personally SATISFYING to reach.

STEP #7

I HAVE REACHED MY GOAL! Do not forget to celebrate your accomplishments!!!

KEEP GOING!

BEST COPY AVAILABLE

ADULT BASIC SKILLS

Intermediate Basic Skills

GUIDE FOR INSTRUCTION
INTERMEDIATE BASIC SKILLS

Profile: Student Performance Level (SPL) Reading 5
Reading Grade Level 4.0-5.9, CASAS Reading Level 211-220, Holistic Writing 2

SUGGESTED ASSESSMENTS

** = administered by coordinators; training available

Getting to Know the Learner: Pre-Tests
(Record dates completed)

1. Interview/Goals _____
2. Skills to be Learned (Page 3) _____
3. Materials *(record back of form)* _____
4. Learning Styles Inventory _____
5. BASIS/CASAS** _____
   name____form____level____score____
6. Holistic Writing ** _____ *score____*

Other:_____

Making Progress: Post-Tests
(Record dates completed)

1. Learner Feedback _____
2. Examples of Evidence (Page 3) _____
3. Materials *(record back of form)* _____
4. CASAS ** _____
   name____form____level____score____
5. Holistic Writing ** _____ *score____*

Other:_____

Moving to the Next Level: Final-Tests
(Record dates completed)

1. Learner Feedback _____
2. Examp. of Evidence (Page 3) _____
3. Materials *(record back of form)* _____
4. CASAS** _____
   name____form____level____score____
5. Holistic Writing** _____ *score____*

Other:_____

SUGGESTED MATERIALS

Core Materials:
(Check selected materials)

1. Laubach Way To Reading: Skill Book 4 _____
2. Challenger: Books 2,3 _____
3. Reading for Today: Books 4,5 _____

Other:_____

Supplemental Materials:
(Check selected materials)

1. Language Experience Approach _____
2. Newspaper _____
3. LITSTART: Literacy Strategies for Adult Reading Tutors _____
4. Realia (everyday items) Examples: telephone book, newspaper ads, junk mail, cookbook *(record back of form)*

Other:_____

Student Name_____
Tutor Name_____
Period Covered from_____to_____
Tutoring Location_____
Number of Tutoring Hours_____

PLEASE RECORD ADDITIONAL INFORMATION ON THE BACK OF THIS FORM. (OVER)

BEST COPY AVAILABLE

Profile of student (goals and assessments) :

Recommended materials and methods:

Additional comments:

GOAL SETTING

NAME_____

BY SETTING A GOAL AND
WORKING TOWARD IT,
YOU CAN MAKE YOUR LIFE
HOW YOU WANT IT!

STEP #1

THINGS I WANT TOACCOMPLISH..... List things that you want to learn to do, or to do better. List as many as you can.

STEP #2

MY GOAL.....
Choose one goal to work toward. Write it BIG.

STEP #3

WHY I WANT TO ACHIEVE THIS GOAL..... List as many reasons as you can. This list will help you keep working toward your goal even if it gets hard. READ IT OFTEN TO REMIND YOURSELF!

BEST COPY AVAILABLE

STEP #4

STEPS I WILL TAKE..... This is what you will do to reach your goal. List the steps in the order you plan to do them.

STEP #5

KEEP THIS IN MIND..... What do you want to remember if you feel like giving up? KEEP GOING!

STEP #6

EVALUATE YOUR GOAL .....Keep in mind the GOAL that you have selected as you go through this checklist.

_____The goal is SELF-CHOSEN.

_____The goal FITS you well; it allows you to combine your interests, personality, skills and values.

_____The goal EXCITES you! You can't wait to get going on it!

_____The goal is DEFINITE and SPECIFIC; you know exactly what it is you're aiming for.

_____The goal is MEASURABLE; you will be able to see and evaluate your progress.

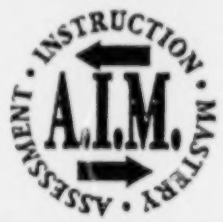
_____The goal is Realistic; it's challenging but still achievable.

_____The goal will be personally SATISFYING to reach.

STEP #7

I HAVE REACHED MY GOAL! Do not forget to celebrate your accomplishments!!!

KEEP GOING!



GUIDE FOR INSTRUCTION
INTERMEDIATE BASIC SKILLS

Profile: Reading Grade Level 4.0-5.9, CASAS Reading Level 211-220, Holistic Writing 2

INSTRUCTIONS :

1. Check the numbers of the skills that you and your student have selected for tutoring.
2. Record the skills and your student's examples of evidence on the form provided. **(page 5)**
3. Record the dates that your student demonstrates evidence of learning **(page 5)**
4. A skill is learned when your student has demonstrated 2 examples of evidence. Next to each **SKILL TO BE LEARNED** is an example. You are not required to use this example: it is there to help you with your planning.
5. When your student has demonstrated evidence of learning for **80% (13)** of the skills listed. **this level is completed.**

	SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
1.___	Student can find information in commonly used reference materials such as a telephone book or dictionary.	Student can use yellow pages to locate a service.
2.___	Student can record telephone messages.	Student role plays answering the phone and taking a message.
3.___	Student can use classified ads to find sales and determine best buys.	Student compares prices of like items in a number of ads and chooses best buy.
4.___	Student can fill out medical and job application forms.	Student fills out a sample form.
5.___	Student can complete a written order form for a purchase.	Student fills out a catalog order form.
6.___	Student can purchase goods and services using coupons.	Student creates sample grocery list and collects coupons for it.
7.___	Student can interpret different types of schedules.	Student explains how to use a TV guide.
8.___	Student can keep and use a weekly schedule.	Student uses a calendar to plan the next week.
9.___	Student understands the use of indexes, table of contents, and headings.	Student can find selected chapters by using a table of contents.
10.___	Student can interpret a paycheck stub.	Student defines and explains terms on paycheck stub.

(CONTINUED ON NEXT PAGE)

BEST COPY AVAILABLE

SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
11.__ Student can read and respond to a bill.	Student explains a bill and writes a check.
12.__ Student can read and interpret food labels.	Student demonstrates understanding of nutritional information on food labels.
13.__ Student can maintain a checking account.	Student fills out a deposit slip and enters information into checkbook ledger.
14.__ Student understands the use of decimals, fractions, and percentages.	Student demonstrates how to leave an appropriate tip in a restaurant.
15.__ Student can round to nearest hundreds and thousands.	Student uses newspaper ads to demonstrate ability to round prices to the nearest hundreds and thousands.
16.__ Student can estimate costs.	Student estimates costs of returning to school for a year.

ADDITIONAL COMMENTS & CONCERNS:

STUDENT PROGRESS SUMMARY

DIRECTIONS: Please include skills from the "Skills to be Learned " checklist (Page 3) AND skills that are not listed, but have been identified by your student as a goal.

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

_____

_____

DATE:_____2._____

_____

_____

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

_____

_____

DATE:_____2._____

_____

_____

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

_____

_____

DATE:_____2._____

BEST COPY AVAILABLE

_____

_____

Student Name _____ Tutor Name _____

Period covered from _____ to _____ # of Tutoring Hrs. _____

Tutoring Site _____ Student Level _____

Student will ☐ continue in the program. ☐ not continue in the program.

STUDENT NAME_____ Page_____

SKILL TO BE LEARNED_____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

_____

_____

DATE:_____2._____

_____

_____

SKILL TO BE LEARNED_____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

_____

_____

DATE:_____2._____

_____

_____

SKILL TO BE LEARNED_____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

_____

_____

DATE:_____2._____

_____

_____

SKILL TO BE LEARNED_____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

_____

_____

DATE:_____2._____

_____

_____

ADULT BASIC SKILLS

Advanced Basic Skills

GUIDE FOR INSTRUCTION
ADVANCED BASIC SKILLS

Profile: Student Performance Level (SPL) Reading 6
Reading Grade Level 6.0-8.9, CASAS Reading Level 221-235, Holistic Writing 3

SUGGESTED ASSESSMENTS

** = administered by coordinators; training available

Getting to Know the Learner: Pre-Tests
(Record dates completed)

1. Interview/Goals _____
2. Skills to be Learned (Page 3) _____
3. Materials *(record back of form)* _____
4. Learning Styles Inventory _____
5. BASIS/CASAS** _____
   name____form____level____score____
6. Holistic Writing ** _____ *score____*

Other:_____

Making Progress: Post-Tests
(Record dates completed)

1. Learner Feedback _____
2. Examples of Evidence (Page 3) _____
3. Materials *(record back of form)* _____
4. CASAS ** _____
   name____form____level____score____
5. Holistic Writing ** _____ *score____*

Other:_____

Moving to the Next Level: Final-Tests
(Record dates completed)

1. Learner Feedback _____
2. Examp. of Evidence (Page 3) _____
3. Materials *(record back of form)* _____
4. CASAS** _____
   name____form____level____score____
5. Holistic Writing** _____ *score____*

Other:_____

SUGGESTED MATERIALS

Core Materials:
(Check selected materials)

1. Challenger: Books 3+ _____
2. Reading for Today: Book 6 _____
3. Pre-GED Materials _____

Other:_____

Supplemental Materials:
(Check selected materials)

1. Language Experience Approach _____
2. Newspaper _____
3. LITSTART: Literacy Strategies for Adult Reading Tutors _____
4. Realia (everyday items) Examples: telephone book, newspaper ads, junk mail, cookbook *(record back of form)*

Other:_____

Student Name_____
Tutor Name_____
Period Covered from_____to_____
Tutoring Location_____
Number of Tutoring Hours_____

PLEASE RECORD ADDITIONAL INFORMATION ON THE BACK OF THIS FORM. (OVER)

Profile of student (goals and assessments) :

Recommended materials and methods:

Additional comments:

GOAL SETTING

NAME_____

BY SETTING A GOAL AND WORKING TOWARD IT, YOU CAN MAKE YOUR LIFE HOW YOU WANT IT!

STEP #1

THINGS I WANT TOACCOMPLISH..... List things that you want to learn to do, or to do better. List as many as you can.

STEP #2

MY GOAL.....
Choose one goal to work toward. Write it BIG.

STEP #3

WHY I WANT TO ACHIEVE THIS GOAL..... List as many reasons as you can. This list will help you keep working toward your goal even if it gets hard. READ IT OFTEN TO REMIND YOURSELF!

BEST COPY AVAILABLE

STEP #4

STEPS I WILL TAKE..... This is what you will do to reach your goal. List the steps in the order you plan to do them.

STEP #5

KEEP THIS IN MIND..... What do you want to remember if you feel like giving up? KEEP GOING!

STEP #6

EVALUATE YOUR GOAL .....Keep in mind the GOAL that you have selected as you go through this checklist.

_____The goal is SELF-CHOSEN.

_____The goal FITS you well; it allows you to combine your interests, personality, skills and values.

_____The goal EXCITES you! You can't wait to get going on it!

_____The goal is DEFINITE and SPECIFIC; you know exactly what it is you're aiming for.

_____The goal is MEASURABLE; you will be able to see and evaluate your progress.

_____The goal is Realistic; it's challenging but still achievable.

_____The goal will be personally SATISFYING to reach.

STEP #7

I HAVE REACHED MY GOAL! Do not forget to celebrate your accomplishments!!!

KEEP GOING!

GUIDE FOR INSTRUCTION
ADVANCED BASIC SKILLS

Profile: Reading Grade Level 6.0-8.9, CASAS Reading Level 221-235, Holistic Writing 3

INSTRUCTIONS :

1. Check the numbers of the skills that you and your student have selected for tutoring.
2. Record the skills and your student's examples of evidence on the form provided. **(page 4)**
3. Record the dates that your student demonstrates evidence of learning **(page 4)**
4. A skill is learned when your student has demonstrated 2 examples of evidence. Next to each **SKILL TO BE LEARNED** is an example. You are not required to use this example; it is there to help you with your planning.
5. When your student has demonstrated evidence of learning for **80% (10)** of the skills listed. **this level is completed.**

	SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
1.___	Student can gather information for a report.	Student chooses a topic and researches it.
2.___	Student can list facts to support a topic.	Student reads an article and lists the main ideas.
3.___	Student can express an opinion about a current event.	Student writes a letter to the editor.
4.___	Student can plan and budget a trip.	Student plans and budgets for a trip.
5.___	Student can interpret charts and graphs.	Student explains a chart or graph from the newspaper.
6.___	Student can write a business letter.	Student writes a letter to a business.
7.___	Student can research and evaluate potential jobs.	Student researches duties, wages, and requirements for a job.
8.___	Student can prepare a resume'.	Student writes resume'.
9.___	Student can identify and calculate income tax information.	Student uses paycheck stub to estimate annual withholding .
10.___	Student can calculate the area of a room.	Student calculates the cost for carpeting a room.
11.___	Student can estimate annual costs of owning a car.	Student chooses a car from a classified ad and estimates annual costs.
12.___	Student can read and discuss contracts.	Student reads and explains a rental agreement.

BEST COPY AVAILABLE

STUDENT PROGRESS SUMMARY

DIRECTIONS: Please include skills from the "Skills to be Learned " checklist (Page 3) AND skills that are not listed, but have been identified by your student as a goal.

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE:_____ 1._____

_____

_____

DATE:_____ 2._____

_____

_____

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE:_____ 1._____

_____

_____

DATE:_____ 2._____

_____

_____

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE:_____ 1._____

_____

_____

DATE:_____ 2._____

_____

_____

Student Name _____ Tutor Name _____

Period covered from _____ to _____ # of Tutoring Hrs. _____

Tutoring Site _____ Student Level _____

Student will ☐ continue in the program. ☐ not continue in the program.

STUDENT NAME_____ Page_____

SKILL TO BE LEARNED_____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

_____

_____

DATE:_____2._____

_____

_____

SKILL TO BE LEARNED_____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

_____

_____

DATE:_____2._____

_____

_____

SKILL TO BE LEARNED_____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

_____

_____

DATE:_____2._____

_____

_____

SKILL TO BE LEARNED_____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

_____

_____

DATE:_____2._____

_____

_____

A.I.M.

SKILLS TO BE LEARNED SUMMARY
ESL Student Levels

BEGINNING ESL

1. Student can express lack of understanding.
2. Student can demonstrate the concept of same and different.
3. Student knows that English words are written left to right and top to bottom and can physically demonstrate this.
4. Student can give name, address, phone number (may be an emergency number) and name of nearest relative.
5. Student can correctly dial a written telephone number.
6. Student can recognize basic survival signs and the actions they request: i.e., restrooms, traffic lights.
7. Student can give English names of primary and secondary colors.
8. Student can identify US money, both coins and bills.

ADVANCED BEGINNING ESL

1. Student can estimate the cost of 2 or 3 items.
2. Student can tell time using both an analog and digital clock.
3. Student can use a calendar for various purposes.
4. Student can respond to "who," "what," "where," and "when" questions.
5. Student can identify body parts and describe symptoms of personal or family illness.
6. Student can ask for help, either face-to-face or by phone(#911) in an emergency.
7. Student can respond both orally and in writing to questions regarding name, address, and phone number.
8. Student can identify traffic lights and other pedestrian symbols and signs.

INTERMEDIATE ESL

1. Student knows how to cash a check and present appropriate identification.
2. Student can address an envelope, including address and return address.
3. Student can fill out personal information forms: i.e., medical, job, school registration, credit application.
4. Student can respond orally to questions regarding past education and work experiences.

BEST COPY AVAILABLE

5. Student can clearly identify himself/herself on the phone and ask for the person with whom he/she wishes to speak to in order to make or change appointments; i.e., medical, business, dental, tutoring.

6. Student can ask questions concerning the location and prices of several items in a store.

7. Student can find and identify grocery store items, their usage, and expiration dates.

ADVANCED ESL

1. Student knows process for opening a bank account and recording checks.

2. Student can contact a potential employer concerning a job by telephone or in person.

3. Student knows appropriate interview techniques and behaviors.

4. Student can identify personal qualities and social behavior expected in the American workplace.

5. Student can read and interpret paycheck stub, including gross, net, and deductions.

6. Student can discuss future goals and means of attaining them.

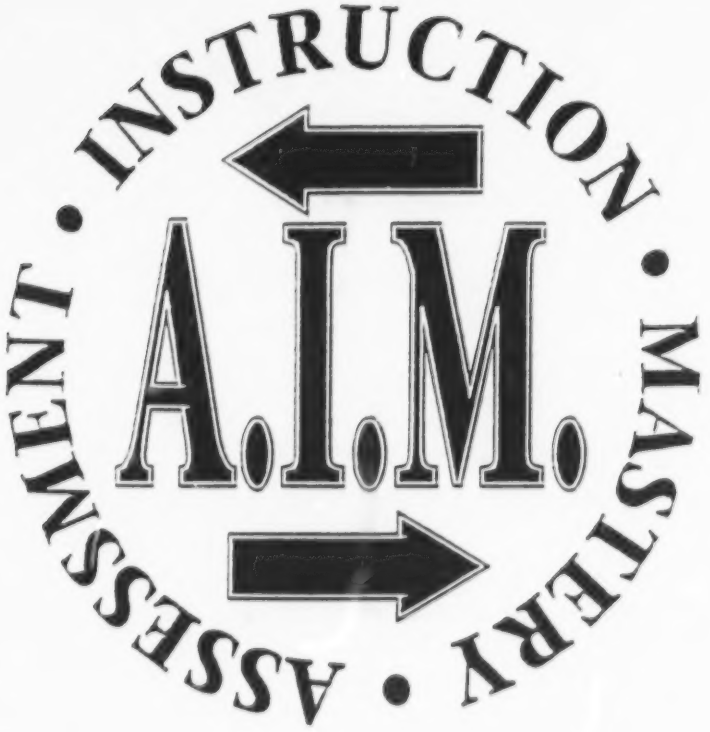
7. Student knows processes for communicating with children's school and teachers.

8. Student understands tasks that require obtaining licenses.

9. Student can locate community resources that he/she may need to access.

10. Student can compare prices or quality to determine the best buys for goods and services in a variety of settings.

ENGLISH AS A SECOND LANGUAGE



Beginning ESL

A.I.M. • INSTRUCTION • MASTERY • ASSESSMENT •

GUIDE FOR INSTRUCTION
BEGINNING ESL

[redacted]

Profile: Student Performance Level (SPL) Oral 0 -1
CASAS Reading Level 165-180, Holistic Writing 0-1, BEST Short Oral Interview 0-7

SUGGESTED ASSESSMENTS

** = administered by coordinators; training available

Getting to Know the Learner: Pre-Tests
(Record dates completed)

1. Interview/Goals _____
2. Skills to be Learned (Page 3) _____
3. Materials *(record back of form)* _____
4. BEST Short Oral Interview** _____
5. BASIS/CASAS** _____
   name____form____level____score____
6. Holistic Writing ** _____ *score____*

Other:_____

Making Progress: Post-Tests
(Record dates completed)

1. Learner Feedback _____
2. Examples of Evidence (Page 3) _____
3. Materials _____
4. CASAS ** _____
   name____form____level____score____
5. Holistic Writing ** _____ *score____*

Other:_____

Moving to the Next Level: Final-Tests
(Record dates completed)

1. Learner Feedback _____
2. Examp. of Evidence (Page 3)
3. Materials _____
4. CASAS** _____
   name____form____level____score____
5. Holistic Writing ** _____ *score____*

Other:_____

SUGGESTED MATERIALS

Core Materials:
(Check selected materials)

1. Real Life English: Literacy Level Student Book 1 _____
2. Laubach Way To English, Skill Book 1 _____
3. Life Prints: Student Book 1 _____

Other:_____
_____
_____
_____
_____
_____
_____

Supplemental Materials:
(Check selected materials)

1. New Oxford Picture Dictionary: _____
2. Realia (everyday items) Examples: grocery ads, survival signs, telephone, newspaper *(record back of form)*

Other:_____
_____
_____
_____
_____
_____
_____

Student Name_____
Tutor Name_____
Period Covered from_____to_____
Tutoring Location_____
Number of Tutoring Hours_____

PLEASE RECORD ADDITIONAL INFORMATION ON THE BACK OF THIS FORM. (OVER)

BEST COPY AVAILABLE

Profile of student (goals and assessments) :

Recommended materials and methods:

Additional comments:

GOAL SETTING

NAME_____

BY SETTING A GOAL AND WORKING TOWARD IT, YOU CAN MAKE YOUR LIFE HOW YOU WANT IT!

STEP #1

THINGS I WANT TOACCOMPLISH..... List things that you want to learn to do, or to do better. List as many as you can.

_____

_____

_____

_____

_____

_____

STEP #2

MY GOAL.....
Choose one goal to work toward. Write it BIG.

_____

_____

STEP #3

WHY I WANT TO ACHIEVE THIS GOAL..... List as many reasons as you can. This list will help you keep working toward your goal even if it gets hard. READ IT OFTEN TO REMIND YOURSELF!

_____

_____

_____

_____

_____

_____

_____

_____

STEP #4

STEPS I WILL TAKE..... This is what you will do to reach your goal. List the steps in the order you plan to do them.

_____

_____

_____

_____

_____

STEP #5

KEEP THIS IN MIND..... What do you want to remember if you feel like giving up? KEEP GOING!

_____

_____

STEP #6

EVALUATE YOUR GOAL .....Keep in mind the GOAL that you have selected as you go through this checklist.

_____The goal is SELF-CHOSEN.

_____The goal FITS you well; it allows you to combine your interests, personality, skills and values.

_____The goal EXCITES you! You can't wait to get going on it!

_____The goal is DEFINITE and SPECIFIC; you know exactly what it is you're aiming for.

_____The goal is MEASURABLE; you will be able to see and evaluate your progress.

_____The goal is Realistic; it's challenging but still achievable.

_____The goal will be personally SATISFYING to reach.

STEP #7

I HAVE REACHED MY GOAL! Do not forget to celebrate your accomplishments!!!

KEEP GOING!

Profile: Student Performance Level (SPL) Oral 0-1

INSTRUCTIONS :

1. Check the numbers of the skills that you and your student have selected for tutoring.
2. Record the skill and your student's examples of evidence on the form provided. **(page 4)**
3. Record the dates that your student demonstrates evidence of learning **(page 4)**
4. A skill is learned when your student has demonstrated 2 examples of evidence. Next to each **SKILL TO BE LEARNED** is an example. You are not required to use this example: it is there to help you with your planning.
5. When your student has demonstrated evidence of learning for 75% (6) of the skills listed. **this level is completed.**

	SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
1.___	Student can express lack of understanding.	Student regularly informs tutor when he/she cannot understand or asks that information be repeated.
2.___	Student can demonstrate the concept of same and different.	Student can put cards or pictures of same shapes, letters, numbers or colors together. When asked to find ones that are different, can do so.
3.___	Student knows that English words are written left to right and top to bottom and can physically demonstrate this.	Student can demonstrate , through physical movements or reading, action from left to right and from top to bottom.
4.___	Student can give name, address, phone number (may be an emergency number) and name of nearest relative.	Student, when asked, can respond orally, produce already written responses to questions regarding basic personal information and identification (name, address, phone number, and how to contact relative or friend in case of an emergency).
5.___	Student can correctly dial a written telephone number.	Student, when given a phone and a written phone number, can dial and/or use buttons to get correct number.
6.___	Student can recognize basic survival signs and the actions they request: i.e., restrooms, traffic lights.	Student, when shown basic international signs, can verbally or non-verbally give the correct meaning; i.e., when shown men's and women's restroom signs can distinguish between the two.
7.___	Student can give English names of primary and secondary colors.	Student, when shown various colors, can correctly identify name of color and match them to objects.
8.___	Student can identify US money, both coins and bills.	Student can give correct currency needed to purchase items from ads.

BEST COPY AVAILABLE

STUDENT PROGRESS SUMMARY

DIRECTIONS: Please include skills from the "Skills to be Learned " checklist (Page 3) AND skills that are not listed, but have been identified by your student as a goal.

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

_____

_____

DATE:_____2._____

_____

_____

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

_____

_____

DATE:_____2._____

_____

_____

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

_____

_____

DATE:_____2._____

_____

_____

Student Name _____ Tutor Name _____

Period covered from _____ to _____ # of Tutoring Hrs. _____

Tutoring Site _____ Student Level _____

Student will ☐ continue in the program. ☐ not continue in the program.

BEST COPY AVAILABLE

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

_____

_____

DATE:_____2._____

_____

_____

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

_____

_____

DATE:_____2._____

_____

_____

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

_____

_____

DATE:_____2._____

_____

_____

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

_____

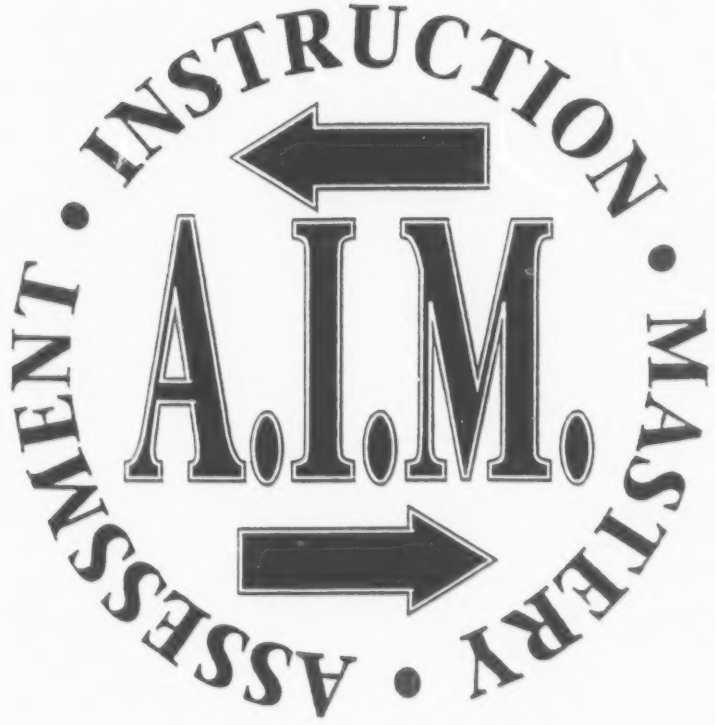
_____

DATE:_____2._____

_____

_____

ENGLISH AS A SECOND LANGUAGE



Advanced Beginning ESL

GUIDE FOR INSTRUCTION
ADVANCED BEGINNING ESL

Profile: Student Performance Level (SPL) Oral 2-3
CASAS Reading Level 181-200, Holistic Writing 2, BEST Short Oral Interview 8-22

SUGGESTED ASSESSMENTS

** = administered by coordinators; training available

Getting to Know the Learner: Pre-Tests
(Record dates completed)

1. Interview _____
2. Skills to be Learned (Page 3) _____
3. Materials *(record back of form)* _____
4. BEST Short Oral Interview** _____
5. BASIS/CASAS** _____
   name____form____level____score____
6. Holistic Writing ** _____ *score____*

Other: _____

Making Progress: Post-Tests
(Record dates completed)

1. Learner Feedback _____
2. Examples of Evidence (Page 3) _____
3. Materials _____
4. CASAS ** _____
   name____form____level____score____
5. Holistic Writing ** _____ *score____*

Other: _____

Moving to the Next Level: Final-Tests
(Record dates completed)

1. Learner Feedback _____
2. Examp. of Evidence (Page 3)
3. Materials _____
4. CASAS** _____
   name____form____level____score____
5. Holistic Writing ** _____ *score____*

Other: _____

SUGGESTED MATERIALS

Core Materials:
(Check selected materials)

1. Real Life English: Book 1,2 audio tapes _____
2. Laubach Way To English, Skill Book 1,2 audio tapes _____
3. Life Prints: Student Book 2 audio tapes _____
4. Side by Side: Book1 audio tapes _____

Other: _____
_____
_____
_____

Supplemental Materials:
(Check selected materials)

1. New Oxford Picture Dictionary: Book & Tape _____
2. Breakthrough to Math: Level 1 Book 1,2,3 _____
3. Realia (everyday items) Examples: calendars, money, clock phone book *(record back of form)*

Other: _____
_____
_____
_____

Student Name _____
Tutor Name _____
Period Covered from _____ to _____
Tutoring Location _____
Number of Tutoring Hours _____

PLEASE RECORD ADDITIONAL INFORMATION ON THE BACK OF THIS FORM. (OVER)

BEST COPY AVAILABLE

Profile of student (goals and assessments) :

Recommended materials and methods:

Additional comments:

A.I.M. • ASSESSMENT • INTERVENTION • MASTERY

GOAL SETTING

NAME_____

BY SETTING A GOAL AND WORKING TOWARD IT, YOU CAN MAKE YOUR LIFE HOW YOU WANT IT!

STEP #1

THINGS I WANT TOACCOMPLISH..... List things that you want to learn to do, or to do better. List as many as you can.

_____

_____

_____

_____

_____

_____

STEP #2

MY GOAL.....
Choose one goal to work toward. Write it BIG.

_____

_____

STEP #3

WHY I WANT TO ACHIEVE THIS GOAL..... List as many reasons as you can. This list will help you keep working toward your goal even if it gets hard. READ IT OFTEN TO REMIND YOURSELF!

_____

_____

_____

_____

_____

_____

_____

_____

STEP #4

STEPS I WILL TAKE..... This is what you will do to reach your goal. List the steps in the order you plan to do them.

_____

_____

_____

_____

_____

STEP #5

KEEP THIS IN MIND..... What do you want to remember if you feel like giving up? KEEP GOING!

_____

_____

STEP #6

EVALUATE YOUR GOAL .....Keep in mind the GOAL that you have selected as you go through this checklist.

_____The goal is SELF-CHOSEN.

_____The goal FITS you well; it allows you to combine your interests, personality, skills and values.

_____The goal EXCITES you! You can't wait to get going on it!

_____The goal is DEFINITE and SPECIFIC; you know exactly what it is you're aiming for.

_____The goal is MEASURABLE; you will be able to see and evaluate your progress.

_____The goal is Realistic; it's challenging but still achievable.

_____The goal will be personally SATISFYING to reach.

STEP #7

I HAVE REACHED MY GOAL! Do not forget to celebrate your accomplishments!!!

KEEP GOING!

Profile: Student Performance Level (SPL) Oral 2-3

INSTRUCTIONS :

1. Check the numbers of the skills that you and your student have selected for tutoring.
2. Record the skill and your student's examples of evidence on the form provided. **(page 4)**
3. Record the dates that your student demonstrates evidence of learning **(page 4)**
4. A skill is learned when your student has demonstrated 2 examples of evidence. Next to each **SKILL TO BE LEARNED** is an example. You are not required to use this example: it is there to help you with your planning.
5. When your student has demonstrated evidence of learning for **80% (6)** of the skills listed, **this level is completed.**

SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
1.___ Student can estimate the cost of 2 or 3 items.	Student can approximate the total cost of 2 or 3 items to the nearest dollar.
2.___ Student can tell time using both an analog and digital clock.	Student can respond orally and in writing to questions about time.
3.___ Student can use a calendar for various purposes.	Student, when given a calendar, can find months, days of the week, and dates in response to oral cues.
4.___ Student can respond to "who," "what," "where," and "when" questions.	Student responds appropriately to the following questions: "What is this?" "Where are you from?" "Who is standing?" A one word response is acceptable.
5.___ Student can identify body parts and describe symptoms of personal or family illness.	Student can identify body parts as tutor points to them. During role-play the student answers questions: "What hurts?" "Where does your_____ hurt?" "What is wrong?"
6.___ Student can ask for help, either face-to-face or by phone (#911) in an emergency.	Student, in a role play, can dial 911 and give appropriate information for emergency situations such as fire, illness, or theft.
7.___ Student can respond both orally and in writing to questions regarding name, address, and phone number.	Student, when given an information form, can complete it with appropriate information and can respond to it orally.
8.___ Student can identify traffic lights and other pedestrian symbols and signs.	Student, when shown the symbols, can demonstrate appropriate action.

STUDENT PROGRESS SUMMARY

DIRECTIONS: Please include skills from the "Skills to be Learned" checklist (Page 3) AND skills that are not listed, but have been identified by your student as a goal.

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE: _____ 1. _____

_____

_____

DATE: _____ 2. _____

_____

_____

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE: _____ 1. _____

_____

_____

DATE: _____ 2. _____

_____

_____

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE: _____ 1. _____

_____

_____

DATE: _____ 2. _____

_____

_____

Student Name _____ Tutor Name _____

Period covered from _____ to _____ # of Tutoring Hrs. _____

Tutoring Site _____ Student Level _____

Student will ☐ continue in the program. ☐ not continue in the program.

BEST COPY AVAILABLE

SKILL TO BE LEARNED_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

DATE:_____2._____

SKILL TO BE LEARNED_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

DATE:_____2._____

SKILL TO BE LEARNED_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

DATE:_____2._____

SKILL TO BE LEARNED_____

EXAMPLES OF EVIDENCE:

DATE:_____1._____

DATE:_____2._____

ENGLISH AS A SECOND LANGUAGE

Intermediate ESL

A.I.M. • INSTRUCTION • MASTERY • ASSESSMENT

GUIDE FOR INSTRUCTION
INTERMEDIATE ESL

Profile: Student Performance Level (SPL) Oral 4-6
CASAS Reading Level 201-235, Holistic Writing 3-4, BEST Short Oral Interview 23-33

SUGGESTED ASSESSMENTS

** = administered by coordinators; training available

Getting to Know the Learner: Pre-Tests
(Record dates completed)

1. Interview _____
2. Skills to be Learned (Page 3) _____
3. Materials _____
   (record back of form)
4. BEST Short Oral Interview** _____
5. BASIS/CASAS** _____
   name____form____level____score____
6. Holistic Writing ** _____
   score____

Other:_____

Making Progress: Post-Tests
(Record dates completed)

1. Learner Feedback _____
2. Examples of Evidence (Page 3) _____
3. Materials _____
4. CASAS ** _____
   name____form____level____score____
5. Holistic Writing ** _____
   score____

Other:_____

Moving to the Next Level: Final-Tests
(Record dates completed)

1. Learner Feedback _____
2. Examp. of Evidence (Page 3)
3. Materials _____
4. CASAS** _____
   name____form____level____score____
5. Holistic Writing ** _____ *score____*

Other:_____

SUGGESTED MATERIALS

Core Materials:
(Check selected materials)

1. Real Life English: Book 2.3
   audio tapes _____
2. Laubach Way To English, Skill Book 2.3
   audio tapes _____
3. Life Prints: Student Book 2.3
   audio tapes _____
4. Side by Side: Book 1.2
   audio tapes _____

Other:_____
_____
_____
_____

Supplemental Materials:
(Check selected materials)

1. New Oxford Picture Dictionary: book & tape _____
2. Challenger: Book 1.2 _____
3. Realia (everyday items)
   Examples:telephone book, bus schedules, forms: employment, banking, post office, brochures *(record back of form)*

Other:_____
_____
_____ _____
_____

Student Name_____
Tutor Name_____
Period Covered from_____to_____
Tutoring Location_____
Number of Tutoring Hours_____

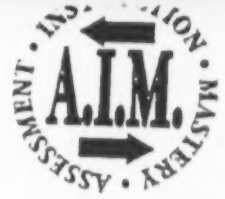
PLEASE RECORD ADDITIONAL INFORMATION ON THE BACK OF THIS FORM. (OVER)

BEST COPY AVAILABLE

Profile of student (goals and assessments) :

Recommended materials and methods:

Additional comments:



GOAL SETTING

NAME_____

BY SETTING A GOAL AND WORKING TOWARD IT, YOU CAN MAKE YOUR LIFE HOW YOU WANT IT!

STEP #1

THINGS I WANT TOACCOMPLISH..... List things that you want to learn to do, or to do better. List as many as you can.

_____

_____

_____

_____

_____

_____

STEP #2

MY GOAL.....
Choose one goal to work toward. Write it BIG.

_____

_____

STEP #3

WHY I WANT TO ACHIEVE THIS GOAL..... List as many reasons as you can. This list will help you keep working toward your goal even if it gets hard. READ IT OFTEN TO REMIND YOURSELF!

_____

_____

_____

_____

_____

_____

_____

_____

V Meneses 12/2/97 A.I.M. Supplement

STEP #4

STEPS I WILL TAKE..... This is what you will do to reach your goal. List the steps in the order you plan to do them.

_____

_____

_____

_____

_____

STEP #5

KEEP THIS IN MIND..... What do you want to remember if you feel like giving up? KEEP GOING!

_____

_____

STEP #6

EVALUATE YOUR GOAL .....Keep in mind the GOAL that you have selected as you go through this checklist.

_____The goal is SELF-CHOSEN.

_____The goal FITS you well; it allows you to combine your interests, personality, skills and values.

_____The goal EXCITES you! You can't wait to get going on it!

_____The goal is DEFINITE and SPECIFIC; you know exactly what it is you're aiming for.

_____The goal is MEASURABLE; you will be able to see and evaluate your progress.

_____The goal is Realistic; it's challenging but still achievable.

_____The goal will be personally SATISFYING to reach.

STEP #7

I HAVE REACHED MY GOAL! Do not forget to celebrate your accomplishments!!!

KEEP GOING!

BEST COPY AVAILABLE

Profile: Student Performance Level Oral (SPL) 4-6

INSTRUCTIONS :

1. Check the numbers of the skills that you and your student have selected for tutoring.
2. Record the skill and your student's examples of evidence on the form provided. **(page 4)**
3. Record the dates that your student demonstrates evidence of learning **(page 4)**
4. A skill is learned when your student has demonstrated 2 examples of evidence. Next to each **SKILL TO BE LEARNED** is an example. You are not required to use this example: it is there to help you with your planning.
5. When your student has demonstrated evidence of learning for **80%** (6) of the skills listed, **this level is completed.**

	SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
1.___	Student knows how to cash a check and present appropriate identification.	Student role plays cashing a check.
2.___	Student can address an envelope, including address and return address.	Student, when given an envelope, places address and return address in correct mailing position.
3.___	Student can fill out personal information forms; i.e., medical, job, school registration, credit application.	Student demonstrates filling out 2-3 forms accurately.
4.___	Student can respond orally to questions regarding past education and work experiences.	Student can describe where he/she previously worked, for whom, how long, how many years of schooling , and any special training.
5.___	Student can clearly identify himself/herself on the phone and ask for the person with whom he/she wishes to speak to in order to make or change appointments; i.e., medical, business, dental, tutoring.	Student, in a role play, states own name and name of a particular person he/she wants to speak with, such as store manager, nurse, potential employer, etc.
6.___	Student can ask questions concerning the location and prices of several items in a store.	Student, in a role play, asks for five specific items, their locations, and either asks for prices or finds prices using questions such as "Where can I find_____?" or "How much is _____?"
7.___	Student can find and identify grocery store items, their usage, and expiration dates.	Student identifies various grocery store items, understands their usage, and finds the expiration date on the packaging.

BEST COPY AVAILABLE

STUDENT PROGRESS SUMMARY

DIRECTIONS: Please include skills from the "Skills to be Learned" checklist (Page 3) AND skills that are not listed, but have been identified by your student as a goal.

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE: _____ 1. _____

_____

_____

DATE: _____ 2. _____

_____

_____

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE: _____ 1. _____

_____

_____

DATE: _____ 2. _____

_____

_____

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE: _____ 1. _____

_____

_____

DATE: _____ 2. _____

_____

_____

Student Name _____ Tutor Name _____

Period covered from _____ to _____ # of Tutoring Hrs. _____

Tutoring Site _____ Student Level _____

Student will ☐ continue in the program. ☐ not continue in the program.

BEST COPY AVAILABLE

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE:_____ 1._____

_____

_____

DATE:_____ 2._____

_____

_____

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE:_____ 1._____

_____

_____

DATE:_____ 2._____

_____

_____

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE:_____ 1._____

_____

_____

DATE:_____ 2._____

_____

_____

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE:_____ 1._____

_____

_____

DATE:_____ 2._____

_____

_____

_____

ENGLISH AS A SECOND LANGUAGE

Advanced ESL

GUIDE FOR INSTRUCTION
ADVANCED ESL

[redacted]

Profile: Student Performance Level (SPL) Oral 7-9
CASAS Reading Level 228-246+, Holistic Writing 5-6, BEST Short Oral Interview 34-40

SUGGESTED ASSESSMENTS

** = administered by coordinators; training available

Getting to Know the Learner: Pre-Tests
(Record dates completed)

1. Interview _____
2. Skills to be Learned (Page 3) _____
3. Materials *(record back of form)* _____
4. BEST Short Oral Interview** _____
5. BASIS/CASAS** _____
   name____form____level____score____
6. Holistic Writing ** _____ *score____*

Other:_____

Making Progress: Post-Tests
(Record dates completed)

1. Learner Feedback _____
2. Examples of Evidence (Page 3) _____
3. Materials _____
4. CASAS ** _____
   name____form____level____score____
5. Holistic Writing ** _____ *score____*

Other:_____

Moving to the Next Level: Final-Tests
(Record dates completed)

1. Learner Feedback _____
2. Examp. of Evidence (Page 3)
3. Materials _____
4. CASAS** _____
   name____form____level____score____
5. Holistic Writing ** _____ *score____*

Other:_____

SUGGESTED MATERIALS

Core Materials:
(Check selected materials)

1. Real Life English: Book 4 _____
2. Laubach Way To Reading, Skill Book 4 _____
3. Side by Side: Book 2 _____
4. Challenger: Books 3,4 _____

Other:_____

Supplemental Materials:
(Check selected materials)

1. Breakthrough to Math: Level 1, Books 4,5,6 _____
2. Realia (everyday items)

   Examples: various forms and pamphlets including the subject areas of employment, driving, community resources, consumer economics, health, government, law, insurance *(record back of form)*

Other:_____

Student Name_____
Tutor Name_____
Period covered from_____ to _____
Tutoring Location_____
Number of Tutoring Hours_____
Please record additional student information on the back of this form. (OVER)

BEST COPY AVAILABLE

Profile of student (goals and assessments) :

Recommended materials and methods:

Additional comments:

GOAL SETTING

NAME_____

BY SETTING A GOAL AND WORKING TOWARD IT, YOU CAN MAKE YOUR LIFE HOW YOU WANT IT!

STEP #1

THINGS I WANT TOACCOMPLISH..... List things that you want to learn to do, or to do better. List as many as you can.

_____

_____

_____

_____

_____

_____

STEP #2

MY GOAL.....
Choose one goal to work toward. Write it BIG.

_____

_____

STEP #3

WHY I WANT TO ACHIEVE THIS GOAL..... List as many reasons as you can. This list will help you keep working toward your goal even if it gets hard. READ IT OFTEN TO REMIND YOURSELF!

_____

_____

_____

_____

_____

_____

_____

_____

V Meneses 12/2/97 A.I.M. Supplement

STEP #4

STEPS I WILL TAKE..... This is what you will do to reach your goal. List the steps in the order you plan to do them.

_____

_____

_____

_____

_____

STEP #5

KEEP THIS IN MIND..... What do you want to remember if you feel like giving up? KEEP GOING!

_____

_____

STEP #6

EVALUATE YOUR GOAL .....Keep in mind the GOAL that you have selected as you go through this checklist.

_____The goal is SELF-CHOSEN.

_____The goal FITS you well; it allows you to combine your interests, personality, skills and values.

_____The goal EXCITES you! You can't wait to get going on it!

_____The goal is DEFINITE and SPECIFIC; you know exactly what it is you're aiming for.

_____The goal is MEASURABLE; you will be able to see and evaluate your progress.

_____The goal is Realistic; it's challenging but still achievable.

_____The goal will be personally SATISFYING to reach.

STEP #7

I HAVE REACHED MY GOAL! Do not forget to celebrate your accomplishments!!!

KEEP GOING!

Appendix 4:
A.I.M.
Examples of Mastery

Profile: Student Performance Level (SPL) 7-9

INSTRUCTIONS :

1. Check the numbers of the skills that you and your student have selected for tutoring.
2. Record the skill and your student's examples of evidence on the form provided. **(page 5)**
3. Record the dates that your student demonstrates evidence of learning **(page 5)**
4. A skill is learned when your student has demonstrated 2 examples of evidence. Next to each **SKILL TO BE LEARNED** is an example. You are not required to use this example: it is there to help you with your planning.
5. When your student has demonstrated evidence of learning for **80% (8)** of the skills listed, **this level is completed.**

	SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
1.___	Student knows process for opening a bank account and recording checks.	Student, when given a sample checkbook record form and samples of written checks, can fill in checkbook record form.
2.___	Student can contact a potential employer concerning a job by telephone or in person.	Student, using the telephone book or newspaper ads, can locate a potential employer and in a role play, call that employer and ask questions such as "How can I apply for the position?" "What skills does the job require?"
3.___	Student knows appropriate interview techniques and behaviors.	Student, in a role play, can dress appropriately, use appropriate greetings and body language, and can respond to questions about previous employment and employment goals.
4.___	Student can identify personal qualities and social behavior expected in the American workplace.	Student will discuss orally at least two personal qualities or behaviors which are expected in the American workplace.
5.___	Student can read and interpret paycheck stub, including gross, net, and deductions.	Student, when given a sample pay stub, can identify the deductions and evaluate the validity of the calculations.
6.___	Student can discuss future goals and means of attaining them.	Student can ask and answer questions about future plans, interests, qualifications, and skills needed to achieve goals. as "What should we do about....?"

(CONTINUED ON NEXT PAGE)

BEST COPY AVAILABLE

SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
7.___ Student knows processes for communicating with children's school and teachers.	Student, in a role play, can ask questions such as "How is my child doing?" "Is she/he having any problems?" Can also ask clarification questions such as "Are you saying that....?" and follow-up questions such as "What should we do about....?"
8.___ Student understands tasks that require obtaining licenses.	Student, when shown a list of tasks, can identify those that require licenses.
9.___ Student can locate community resources that he/she may need to access.	Student, using appropriate directories, can locate resources for services such as child care, schools, employment services etc. In a role play, can ask for information regarding services or policies of one or more service provider.
10.___ Student can compare prices or quality to determine the best buys for goods and services in a variety of settings.	Student, when shown ads for a simular item, can determine the best buy and explain the decision.

ADDITIONAL COMMENTS & CONCERNS:

STUDENT PROGRESS SUMMARY

DIRECTIONS: Please include skills from the "Skills to be Learned" checklist (Page 3) AND skills that are not listed, but have been identified by your student as a goal.

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE: _____ 1. _____

_____

_____

DATE: _____ 2. _____

_____

_____

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE: _____ 1. _____

_____

_____

DATE: _____ 2. _____

_____

_____

SKILL TO BE LEARNED _____

_____

EXAMPLES OF EVIDENCE:

DATE: _____ 1. _____

_____

_____

DATE: _____ 2. _____

_____

_____

Student Name _____ Tutor Name _____

Period covered from _____ to _____ # of Tutoring Hrs. _____

Tutoring Site _____ Student Level _____

Student will ☐ continue in the program. ☐ not continue in the program.

BEST COPY AVAILABLE

STUDENT NAME _____ Page _____

SKILL TO BE LEARNED _____

EXAMPLES OF EVIDENCE:

DATE: _____ 1. _____

DATE: _____ 2. _____

SKILL TO BE LEARNED _____

EXAMPLES OF EVIDENCE:

DATE: _____ 1. _____

DATE: _____ 2. _____

SKILL TO BE LEARNED _____

EXAMPLES OF EVIDENCE:

DATE: _____ 1. _____

DATE: _____ 2. _____

SKILL TO BE LEARNED _____

EXAMPLES OF EVIDENCE:

DATE: _____ 1. _____

DATE: _____ 2. _____

Profile: Reading Grade Level 0 -1.9. CASAS Reading Level 199 & below. Holistic Writing 0-1

INSTRUCTIONS :-

1. Check the numbers of the skills that you and your student have selected for tutoring.
2. Record the skills and your student's examples of evidence on the form provided. (page 5)
3. Record the dates that your student demonstrates evidence of learning (page 5)
4. A skill is learned when your student has demonstrated 2 examples of evidence. Next to each **SKILL TO BE LEARNED** is an example. You are not required to use this example: it is there to help you with your planning.
5. When your student has demonstrated evidence of learning for 75% (12) of the skills listed. **this level is completed.**

	SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
1.___	Student can read and write own name.	Student signs registration or test form.
2.___	Student can read and write own name. address, and phone number.	Student puts name, address, and phone number on registration form.
3.___	Student can recognize family members names in writing.	Student dictates sentences that include family names and reads them back to tutor.
4.___	Student can dictate 3-5 sentence paragraph to tutor.	Student dictates a paragraph to the tutor about a personal experience or other chosen topic.
5.___	Student can recognize 60% of the words in dictated paragraph.	Student responds with correct answer as words are pointed to.
6.✓	Student can read and write the letters of the alphabet.	Student writes the letters of the alphabet into a blank book.
7.___	Student can write and order symbols for numbers.	Student writes numbers onto a blank calendar page.
8.___	Student can locate and dial emergency telephone numbers.	Student locates an emergency telephone number in the phone book and describes what he/she would say when making a call.
9.___	Student can use U.S. coins and currency.	Student identifies items to be pur chased in newspaper ads. Student gives tutor appropriate amounts of money for selected items.
10.___	Student can obtain a library card and understand its uses.	Student shows card and discusses how he/she plans to use it.

(CONTINUED ON NEXT PAGE)

BEST COPY AVAILABLE

SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
11.___ Student can use a variety of measuring tools.	Student measures a variety of liquids, solids, and temperatures using the right tools.
12.___ Student can tell time.	Student reads differing time settings on numerical and digital clocks.
13.___ Student can read the prices of items in ads and on shelves, and can add/subtract items.	Student reads prices from tags or in ads and determines cost and differences in costs of two items.
14.✓ Student can describe personal learning style.	Student describes to tutor how he/she learns best in reference to a learning styles inventory.
15.___ Student can demonstrate the use of a calculator to solve addition and subtraction problems.	Student solves everyday life addition and subtraction problems using a calculator.
16.___ Student knows what community resources are available and how to access them.	Student discusses resources they may need to use and how they would access them.

ADDITIONAL COMMENTS &CONCERNS:

BEST COPY AVAILABLE

STUDENT PROGRESS SUMMARY

SKILL TO BE LEARNED: student can read & write letters of alphabet

EXAMPLES OF EVIDENCE:

DATE: 4/25 1. student can "design" the alphabet with scrabble tiles from memory, to include selecting all necessary letters

DATE: 4/9 2. student can write out the alphabet in order

SKILL TO BE LEARNED: student can describe personal learning style

EXAMPLES OF EVIDENCE:

DATE: 4/1 1. notes from group discussion on what to do to study best

DATE: 4/22 2. reviews A+ work on his learning preferences

SKILL TO BE LEARNED: _____

EXAMPLES OF EVIDENCE:

DATE: _____ 1. _____

DATE: _____ 2. _____

Student Name [redacted] Tutor Name [redacted]

Period covered from _____ to _____ Tutoring Schedule _____

Location of Tutoring Site _____

Student Level _____

BEST COPY AVAILABLE

alphabet task

3/17 [redacted] did most of alphabet 2x; a few letters filled in
3/18 [redacted] arranged scrabble tiles in order but needed his homework sheet of 3/17 to help with the latter 1/4 of the alphabet order; he was able to select all letters of the alphabet from all the tiles in the bag

4/7 [redacted] put in all letters in alphabet correctly except the shape of 'q' and 'z'. We practiced those; we'll try again tomorrow. [redacted] took the copy home to study.

4/8 [redacted] did the alphabet correctly to include "q" and "z", ~~to include~~ using scrabble tiles and worksheet

BEST COPY AVAILABLE

A B C D E F G

I J K L M N O

P Q R S T U V W

X Y Z

4/8

4/22 Learning Journal

AD

I Learn....

Four words about learning reading, writing, studying, being, prompt

What you feel about learning I feel good

How you learn best by listening

What you need to learn best with my mind

Where you learn best at home

Today's date 4-22-98

Who

How

What you need to learn (most)

how to carry myself

BEST COPY AVAILABLE

Profile: Reading Grade Level 2.0-3.9, CASAS Reading Level 201-210, Holistic Writing 1

INSTRUCTIONS:

1. Check the numbers of the skills that you and your student have selected for tutoring.
2. Record the skills and your student's examples of evidence on the form provided. (page 5)
3. Record the dates that your student demonstrates evidence of learning (page 5)
4. A skill is learned when your student has demonstrated 2 examples of evidence. Next to each **SKILL TO BE LEARNED** is an example. You are not required to use this example: it is there to help you with your planning.
5. When your student has demonstrated evidence of learning for 80% (10) of the skills listed, **this level is completed.**

	SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
1.___	Student can use written directions and a simple map to find a destination.	Student can use a map and descriptive material to explain how to reach a destination.
2. ✓	Student can fill out a form requiring 3-5 items of personal information.	Student fills out an application for services, credit, or a membership.
3. ✓	Student can write and interpret large numbers.	Student can demonstrate how to write symbolic dollar amounts for varying sizes of checks.
4. ✓	Student can determine correct change in purchasing transactions.	Student can add up small purchases and determine change from a twenty dollar bill.
5. ✓	Student can identify sources for job searches and how to use them.	Student can match skills and capabilities to jobs in want ads.
6. ✓	Student can write short personal letters to friends and family.	Student writes a letter to a friend using appropriate format.
7. ✓	Student can accurately keep a calendar.	Student shares his/her appointment book or calendar. Demonstrates how he/she keeps track of appointments.
8. ✓	Student can ask for, give, follow, and clarify information.	Student can describe a process to someone else. (hobby etc.)
9. ✓	Student can identify the main idea in a paragraph.	Student can explain a short story or an article.
10. ✓	Student can interpret a medical label.	Student, when given medicine bottles, can identify and understand key information on medicine labels.

(CONTINUED ON NEXT PAGE)

BEST COPY AVAILABLE

SKILLS TO BE LEARNED	EXAMPLES OF EVIDENCE
11. ✓ Student can read and follow a recipe using fractional measurements.	Student correctly measures ingredients for a recipe.
12. ___ Student can use various scales and gauges.	Student describes when scales and gauges might be used. Demonstrates the use of a scale and gauge.

ADDITIONAL COMMENTS & CONCERNS:

Several of these skills were fairly basic ones for my student, and essentially we just needed to review the skill to be learned. Some, however, will clearly take more time (such as interpreting a medicine label) based on her reading skills. This skill assessment is a good way to tie in practical daily living skills along with the reading skills that we work on on a weekly basis. One suggestion would be to give additional examples of items which would count as evidence in each category.

[redacted]

5-17-98

BEST COPY AVAILABLE

SKILL TO BE LEARNED Student can write and interpret large numbers.

EXAMPLES OF EVIDENCE:

DATE: 1/13/98 1. When numbers given verbally, able to write numbers correctly (able to do numbers as large as 50,000).

DATE: 1/20/98 2 Completed 3 checks on her own by being given the numerical amount verbally. Able to write in numbers as well as written amounts of numbers

SKILL TO BE LEARNED Student can determine correct change in purchasing transactions

EXAMPLES OF EVIDENCE:

DATE: 1/20/98 1. Able to add up three money amounts for items and then make change from both a $20.00 bill and a $100 dollar bill.

DATE: 1/20/98 2. Able to add up money amounts and then subtract one amount to reach a total. Then able to make change from a $20.00 and $50.00 bill and

SKILL TO BE LEARNED Student can identify the main idea (stated both explicitly and implicitly) in a paragraph.

EXAMPLES OF EVIDENCE:

DATE: 1/27/98 1. So that Lead story "One Way" read. She was able to correctly answer questions about story as well as state the main idea of the story correctly

DATE: 2/3/98 2. Tutor read story "A Chance For a Job" about Reading For Today, Part II (pg 23-25); asked approximately 10 questions about story; she answered all correctly; was also able to give a general description of what story was about.

Student Name [redacted]	Tutor Name [redacted]
Period covered from 1/13/98 to 5/19/98	Tutoring Schedule WEEKLY - 1 hour
Location of Tutoring Site York Co. Literacy Council Office	
Student Level	

BEST COPY AVAILABLE

· fractional measurements

EXAMPLES OF EVIDENCE:

DATE: 2/20/98 1. Able to identify dry measures (cups to tbsp) - also able to identify abbreviations for some used in a recipe

DATE: 3/17/98 2. Able to look at a recipe and coordinate abbreviations used with actual dry and liquid measuring utensils.

SKILL TO BE LEARNED Student can fill out a form requiring 3-5 items of personal information.

EXAMPLES OF EVIDENCE:

DATE: 5/19/98 1.

DATE: _____ 2.

SKILL TO BE LEARNED

EXAMPLES OF EVIDENCE:

DATE: _____ 1.

DATE: _____ 2.

Student Name [redacted] Tutor Name [redacted]

Period covered from 1/13/98 to 5/10/98 Tutoring Schedule WEEKLY - 1 hour

Location of Tutoring Site YORK CO. LITERACY COUNCIL OFFICE

Student Level

Page 5

BEST COPY AVAILABLE